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ABSTRACT

This report provides information on the high school dropout rate and the number of students who drop out of the Wake County Public School System (WCPSS), North Carolina. The overall dropout rate continued to decline in 2000-2001 for the Wake County Public School System. The dropout rate for grades 7-12 was 2.4%, the lowest since the reporting of dropout rates by federal standards began. Since 1994-1995 the gap between the grades 7-12 dropout rates for black and white students has decreased from 4.3 to 2.1 percentage points. The largest number of dropouts has always occurred at the high school level. Of the 1,038 dropouts in the WCPSS for 2000-2001, 1,024 (98.7%) were in grades 9-12. The high school dropout rate decreased from 5.5% in 1995-1996 to 3.7% in 2000-2001. The WCPSS rate has been lower than the rate for North Carolina and paralleled the trend of a decreasing rate since the state began reporting in 1998-1999. White and Asian students had the lowest dropout rate, and both were substantially lower than the rates for Black (6.1%) and Hispanic/Latino (72%) students. High school males had a higher dropout rate than females. The primary reason for dropping out for all students was attendance, followed by academic problems, and failure to return to school following long-term suspension. Students with disabilities had a dropout rate about twice that of students without disabilities. The dropout rates of the WCPSS were below other comparable urban school systems in North Carolina, but the rates varied considerably by high school. One attachment contains supplemental data tables and the other contains a chart with dropout statistics by high school. (Contains 26 figures.) (SLD)

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2000-2001

ANNUAL PROGRESS REPORT ON STUDENTS WHO DROP OUT 2000-2001

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Report No. 02.22
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April 2002

WAKE COUNTY PUBLIC SCHOOL SYSTEM

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2000-01
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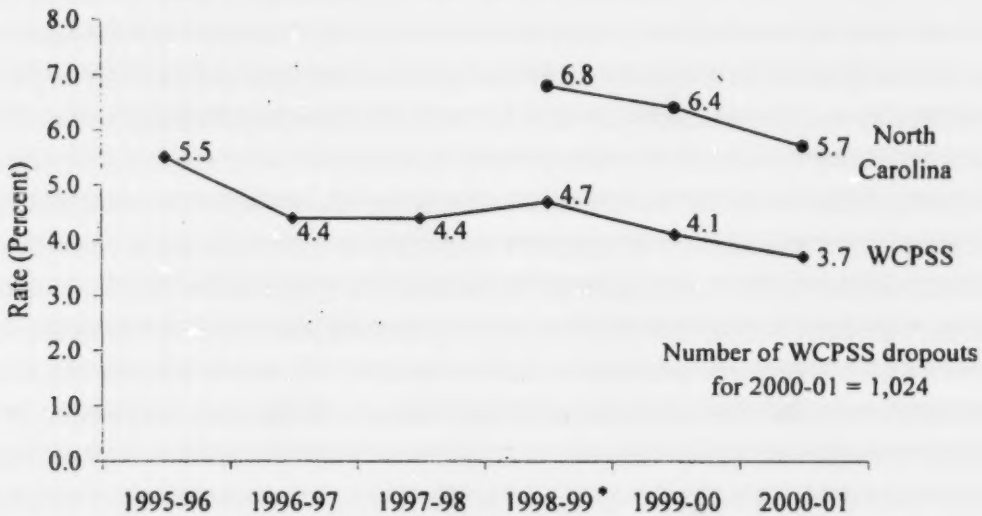
EXECUTIVE SUMMARY

The overall dropout rate continued to decline in 2000-01 for the Wake County Public School System (WCPSS). The grades 7-12 dropout rate was 2.4 percent, the lowest since the state of North Carolina and the WCPSS began reporting dropouts in 1992, using federal standards. Since 1994-95 the gap between the grades 7-12 dropout rates for Black students and White students has decreased from 4.3 to 2.1 percentage points.

The largest number of dropouts has always occurred at the high school level. Of the 1,038 dropouts in the WCPSS for 2000-01, 1,024 (98.7%) were in grades 9-12. The WCPSS high school dropout rate decreased from 5.5% in 1995-96 to 3.7% in 2000-01 (see Figure 1). The WCPSS high school dropout has been lower than the rate for North Carolina and paralleled the trend of a decreasing rate of dropouts since the state began reporting high school dropout rates in 1998-99.

Figure 1
North Carolina and WCPSS Dropout Rate for Grades 9-12 from 1996 to 2001*



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts. 1998-99 was the first year that the state reported grades 9-12 dropout rates.

There were a number of significant findings related to grade level, race/ethnicity, gender, students' participation in special education programs, and free/reduced lunch status.

Grade Level. Each year since 1991-92, the largest number of dropouts has been in the ninth grade (371 in 2000-01). Thirty-six percent of all high school dropouts in 2000-01 were ninth grade students. These results are not surprising given that the ninth grade membership is the highest among the high school grades. The ninth grade, however, also has the highest dropout rate of any grade at 4.3 percent.

Age. About 87% of dropouts in 2000-01 were age 16 or older. The percentage of students dropping out at age 15 or 16 has declined slightly over the last six years, while the percentage aged 17 and older has risen.

Race/Ethnicity. Among *high school dropouts*, White and Asian students had the lowest dropout rates (2.7% and 1.3% respectively) and both were substantially lower than the rates for Black students (6.1%) and Hispanic/Latino students (7.2%).

Gender. *High school* males had a higher dropout rate than females (4.3% vs. 3.1% respectively). The high school dropout rates for males and females varied widely by ethnic group. White males had a dropout rate of 3.2% compared to 7.0% for Black males and 8.4% for Hispanic/Latino males. The pattern was similar for female dropouts (2.2% for White females, 7.0% for Black females, and 6.0% for Hispanic/Latino females).

Reason for Dropping Out. The primary reason for dropping out for all students was attendance (73.0% for females and 61.3% for males), followed by academic problems, and failure to return to school following long-term suspension. Academic problems were given as a reason for White students dropping out more often than it was for Black students or Hispanic/Latino students. Failure to return to school after long-term suspension was reported for 9.0% of male dropouts compared to 3.3% for females. This discrepancy was greatest among Black female and male dropouts. One finding of this report is the need to study the impact of long-term suspension on students' returning to school. The impact could be better understood by examining what happens to long-term suspended students who dropout and long-term suspended students who return to school. In the meantime, interventions with long-term suspended male students may need to be given a priority to ensure they return to school.

Retention. About 40% of high school dropouts had been retained in high school; about 27% were retained once, and 13% were retained twice or more. Female dropouts were less likely to have been retained (36.1% retained) than male dropouts (44.8%). Black female and male dropouts had the highest rates, among the three largest ethnic groups, of being retained twice or more in high school prior to dropping out.

Special Education Status and Type of Service. Students with disabilities had a dropout rate about twice that of students without disabilities (7.0% vs. 3.2% respectively). Unlike the overall dropout rates and the dropout rates for students without disabilities, female students with disabilities had a higher dropout rate (7.7%) than male students with disabilities (6.8%). Students with disabilities who were served in a regular classroom, both male and female, had the lowest dropout rate among students with disabilities. As the level of need for special services increased from regular classroom to resource services to self-contained classroom, the dropout rate also increased. The proportion of high school dropouts that had disabilities (25.5%) was almost twice the proportion of students with disabilities in the total high school membership in September of 2001 (13.1%). The biggest differences were among students who were behaviorally/ emotionally handicapped, with 5.9% of high school dropouts having this disability compared to just 0.9% of high school students in membership in September of 2001.

Socioeconomic Status. *High school* students who were eligible for free or reduced-priced lunch had a lower dropout rate (2.8%) than students not eligible for free or reduced-priced lunch (3.8%). This was true of males, but not females. These results were contradictory to expectations. These results may be misleading because high school students often choose not to participate in the lunch program for a variety of personal reasons. Consequently, these results are an underestimate of the students coming from low-income families. More in-depth research would be required to better understand these results.

The WCPSS continued to have dropout rates below other comparable urban school systems in North Carolina. The rates by high school varied considerably, however, and individual school rates fluctuate from year-to-year due to the relatively small change in numbers of students dropping out in each school.

ANNUAL PROGRESS REPORT ON STUDENTS WHO DROP OUT 2000-01

INTRODUCTION

Determining Who Is A Dropout

One of our most important educational goals is to keep young people in school and ensure that they graduate from high school. Determining who is a dropout, however, is a challenging issue. Some conventions for counting make the dropout rate appear larger, while others make it appear smaller. Some people advocate reporting dropouts by graduating class (i.e., a cohort rate), while others advocate reporting an annual rate. To date, reporting an accurate cohort dropout rate has not been possible because of the limitations of state and federal data systems. For this and other reasons, North Carolina and the U.S. Department of Education adopted an annual method of reporting dropout rates. Beginning with reporting for the 1991-92 school year, the state of North Carolina adopted standards for counting dropouts that, with only minor differences, follow the National Center for Educational Statistics Common Core of Data definition for reporting dropouts throughout the United States. Consistency is important in order to make reports comparable across districts and states in any given year as well as across time. Although this is the goal, it is not always possible. Changes or differences in counting conventions are explained in this report to avoid confusion.

For 2000-01, the Wake County Public School System (WCPSS) defined a dropout as a student who:

1. was enrolled in school at some time during the reporting year;
2. was not enrolled on the 20th day of the subsequent year;
3. did not graduate from high school or complete a state or district-approved educational program; and
4. did not meet any of the following exclusions:
   - transfer to another public school district, private school, home school, or state/district-approved educational program (this does not include transfer to a community college to obtain a GED);
   - temporary absence due to suspension or school-approved illness; or
   - death.

Standard practice is to report the dropout rate for all students who drop out from the seventh grade through the twelfth grade. Yet for some purposes, it is only the high-school dropout rates (grades 9-12) that are of interest. WCPSS reports both the grade 7-12 and the grade 9-12 dropout rates.

Beginning with the 1997-98 school year, state law required that the North Carolina Department of Public Instruction not include students who were expelled from school in

the reported dropout rates. This convention differs from the convention used by the National Center for Educational Statistics.

During the mid-1990s, the North Carolina Department of Public Instruction counted dropouts using another counting convention that was different from that used by the National Center for Educational Statistics.[1] In North Carolina, a student who dropped out of school during a school year was not counted as a dropout for that year if the student had dropped out in a previous school year and then returned to school. The national standard is to count such students as dropouts. All agencies reporting North Carolina and WCPSS dropout rates now report all students who dropped out in the reporting year regardless of whether they dropped out in previous years. The inclusion of students who had dropped out in previous years was called the "duplicated" dropout rate, while rates based on first time dropouts only were called "unduplicated" dropout rates. The difference between the duplicated and unduplicated dropout rates was always very small as very few students fit this definition.

Beginning with the 1998-99 school year, the North Carolina Department of Public Instruction began to require that students who left school before high school graduation in order to go directly to a community college GED program to be counted as dropouts. Previously, such students had been counted as transfer students since it was assumed they were continuing towards graduation. This change was the likely reason the 1998-99 dropout rates for WCPSS showed a noticeable increase that broke a decreasing trend of several years.

Beginning with the 2000-01 school year, dropout rates are included as part of North Carolina's school-based accountability program (also known as the ABCs of Education). The dropout rate used for ABCs school accountability is a modification of the standard dropout rate to exclude: 1) long-term suspension students; 2) expelled students; and 3) students incarcerated in an adult facility. This modified dropout rate is referred to as the ABCs dropout rate. These adjustments were made so that schools would not be penalized for taking action necessary to ensure that schools are safe. For school accountability, the ABCs dropout rate for the current year is compared to the average of the two previous years to see if there is an improvement (i.e., a decrease) in the ABCs dropout rate. Inclusion of dropouts in the ABCs accountability program raises the stakes for schools in regard to dropouts. The intent is to make schools work harder to keep students in school and to graduate. This policy may also affect how hard people work to track down what happened to former students and to determine precisely whether or not they should be counted as dropouts.

The ABCs dropout rates are not reported here. However, the use of high school dropout rates for ABCs accountability purposes shifts the focus from the grades 7-12 dropout rate to the grades 9-12 dropout rate. In contrast to past reports, the high school (grades 9-12) dropout rate will be more prominently featured in this and future reports. However, to

[1] "NC Dropout Rates Released for 1998-99 year." Public Schools of North Carolina. January 2000. www.dpi.state.nc/news/99-00/020100.html

ensure continuity with the past, tables showing trends will continue to display the grades 7-12 dropout rates. Not surprisingly, the dropout rate for grades 7-12 is lower than that for grades 9-12 because few students drop out before the ninth grade. It should also be remembered that these rates do not include the few students who are reported as dropouts in earlier grades.

The Dropout Rate Calculation

The number of students who are counted as dropouts annually must be compared to the total number of students in order to calculate a dropout rate. The method used in North Carolina is based on the total student membership[2] on the twentieth day of the each school year, because that is the time when membership tends to stabilize for the school year. In the WCPSS, which has experienced continuous growth for several years, membership tends to be higher each year. In other school systems, membership may tend to decrease. In order to compensate for changing membership due to demographic trends, the state specifies the use of ***a rolling average*** across two years. For example, total membership on the twentieth day of school in 2000-01 is added to the total membership on the twentieth day of school in 2001-02, and is then divided by two. Finally, the number of dropouts during the year is added to complete the calculation. The rolling average adjusts for demographic change during the 2000-01 school year. Accordingly, the formula for the 2000-01 dropout rate is:

$$\frac{\text{Number of Dropouts}_{2000\text{-}01}}{(\text{Membership 2000-01}_{20\text{th-Day}} + \text{Membership 2001-02}_{20\text{th-Day}})/2 + \text{Number of Dropouts}_{2000\text{-}01}}$$

For example, the WCPSS rate calculation for grades 7-12 for 2000-01 was:

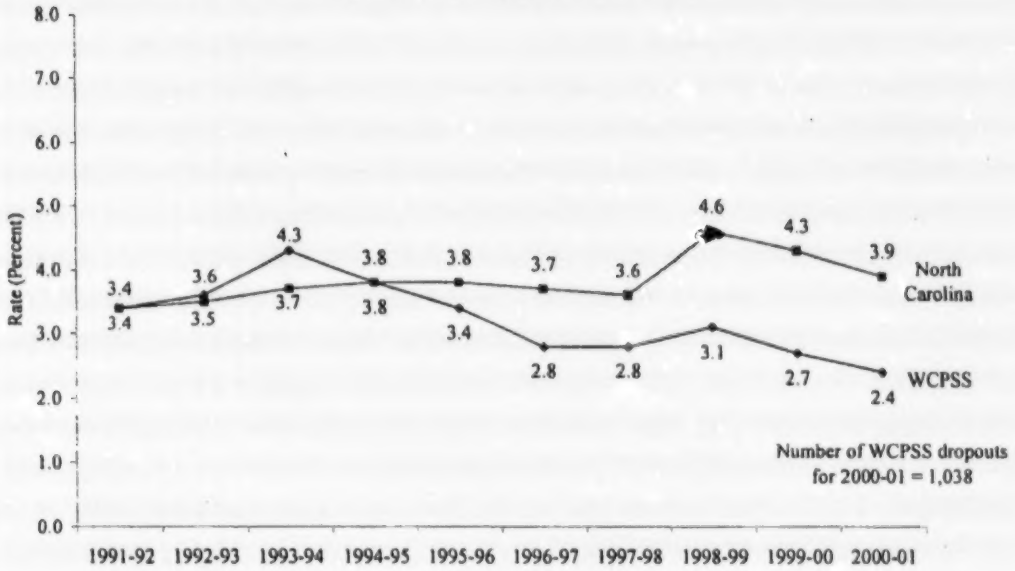
$$\frac{1{,}038}{(41{,}015 + 43{,}309)/2 + 1{,}038} = 0.024 \text{ or } 2.4\%$$

[2] Membership as reported in North Carolina public schools refers to a student being enrolled, regardless of being present or absent, for a given date or period of time. This term should not be confused with the term enrollment, which refers to the total number students enrolled throughout the school year. Enrollment is not reduced by transfers, withdrawals, or other reasons a student may no longer be in membership.

DROPOUT TRENDS

The grades 7-12 dropout rate for 2000-01 in the Wake County Public School System (WCPSS) was 2.4 percent, the lowest since the state of North Carolina and the WCPSS began reporting dropouts according to federal standards for the 1991-92 year. In the WCPSS, there were 1,038 students counted as dropouts. The WCPSS dropout rate has declined from 1994 to 2001, and has remained below the dropout rate for North Carolina since 1995-96 as shown in Figure 2.

Figure 2
North Carolina and WCPSS Dropout Rate for Grades 7-12 from 1992 to 2001



NOTES: • 1991-92 is the first year in which dropouts were reported based on federal guidelines, and the first year using the SIMS Dropout Data Summary (DOP-9)

• Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

The decline in the dropout rate was interrupted in 1998-99, the year that students going directly to community college GED programs began to be counted as dropouts. The decline in the dropout rate resumed during the 1999-00 school year.

Dropout Rate by Grade Level

The greatest percentage and number of students dropping out, except by a very narrow percentage in 1993-94, has been in grade 9 (see Figure 3). The dropout rate is also highest in the ninth grade. This consistent pattern from year to year may occur because at the ninth grade level many students reach 16 years old and school attendance is not legally required after reaching this age. In addition, the first year of high school brings many changes in requirements and processes, which are a significant challenge to many

students. For the most part, the dropout rate in each grade decreased steadily from 1993-94 to 1997-98. The trend toward a steady decline in dropout rates in each grade continued from 1998-99 to 2000-01 following an increase in 1998-99 that was likely due to the change in counting transfers to community college GED programs as dropouts.

Figure 3
WCPSS Number of Dropouts and Dropout Rate by Grade Level from 1992 to 2001

Number of Dropouts

Grade	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99*	1999-00	2000-01
7	37	17	11	14	6	7	12	9	4	4
8	62	18	18	20	21	11	24	12	13	10
9	375	402	469	445	461	407	418	463	438	371
10	265	264	386	332	272	262	269	318	249	251
11	208	197	224	217	186	117	216	256	241	220
12	102	197	224	217	186	117	140	169	170	182
7-12	1,049	1,158	1,417	1,304	1,197	1,015	1,079	1,224	1,114	1,038
9-12	950	1,123	1,388	1,270	1,170	997	1,043	1,203	1,097	1,024

Dropout Rate (Percent)

Grade	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99*	1999-00	2000-01
7	0.7	0.3	0.2	0.2	0.1	0.1	0.2	0.1	0.1	0.0
8	1.2	0.3	0.3	0.3	0.3	0.2	0.4	0.2	0.2	0.1
9	6.4	6.7	7.3	6.5	6.4	5.3	5.2	5.6	5.2	4.3
10	5.4	5.3	7.4	6.1	4.8	4.4	4.2	4.8	3.7	3.6
11	4.6	5.7	6.6	5.8	5.0	4.0	3.9	4.4	4.0	3.5
12	2.5	4.7	5.3	5.0	4.2	2.6	2.9	3.4	3.2	3.2
7-12	3.5	3.8	4.4	3.9	3.4	2.8	2.8	3.1	2.7	2.4
9-12	4.9	5.7	6.7	6.0	5.3	4.3	4.2	4.7	4.1	3.7

*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

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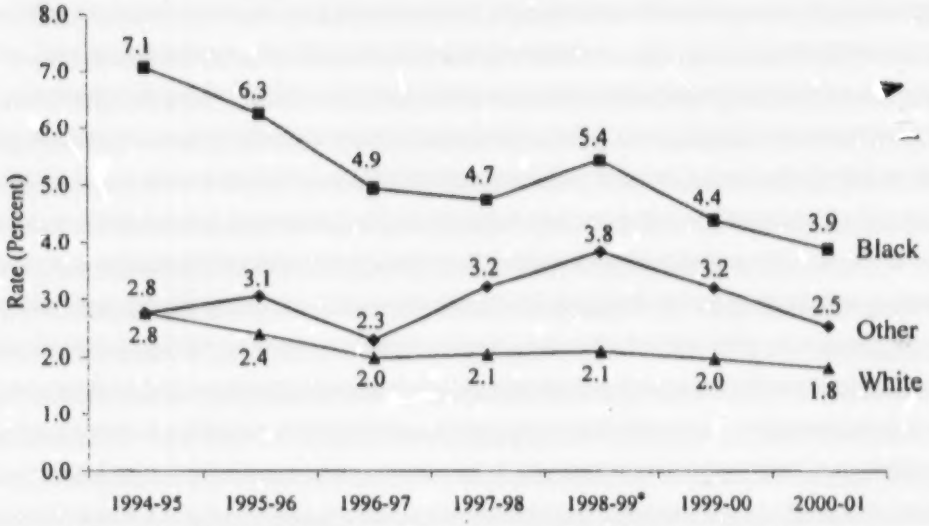
Dropout Rate by Ethnic Group

The WCPSS dropout rates for grades 7-12 for ethnic groups parallel the trends of the overall dropout rate (see Figure 4). The increase in dropout rates in 1998-99, likely due to the change in reporting transfers to community college GED programs as dropouts, was more significant for Black and Other students than for White students. Since 1994-95 the gap between the dropout rate for Black students and White students has decreased from 4.3 to 2.1 percentage points.

Figure 4
WCPSS Dropout Rates for Grades 7-12
By Ethnic Group from 1995 to 2001



*Beginning in 1998-99 students transferring to community college GED programs are counted as dropouts.

Figure 5
WCPSS Number of Dropouts for Grades 7-12
By Ethnic Group from 1995 to 2001

	Black	White	Other	Total
1994-95	629	634	41	1,304
1995-96	570	574	53	1,197
1996-97	470	499	46	1,015
1997-98	464	536	79	1,079
1998-99	554	561	111	1,226
1999-00	466	541	108	1,115
2000-01	430	510	98	1,038

Number of Dropouts by Age

The greatest number and percentage of students dropping out were age 16 or older. By North Carolina law, children are required to attend school through age 16. For the past six years, about 85% of students dropping out in grades 7-12 have been age 16 or older. The number and percentage of students dropping out at age 15 or 16 has been declining slightly over the last six years (see Figure 6). The number of students dropping out at ages 17 and older was also generally declining, but represents an increasing percentage of all dropouts (see Figure 7). This trend is consistent with the declining dropout rate for grades 7-12 and the goal of keeping students in school as long as possible.

Figure 6
WCPSS Percentage of Total Dropouts by Age
Grades 7-12

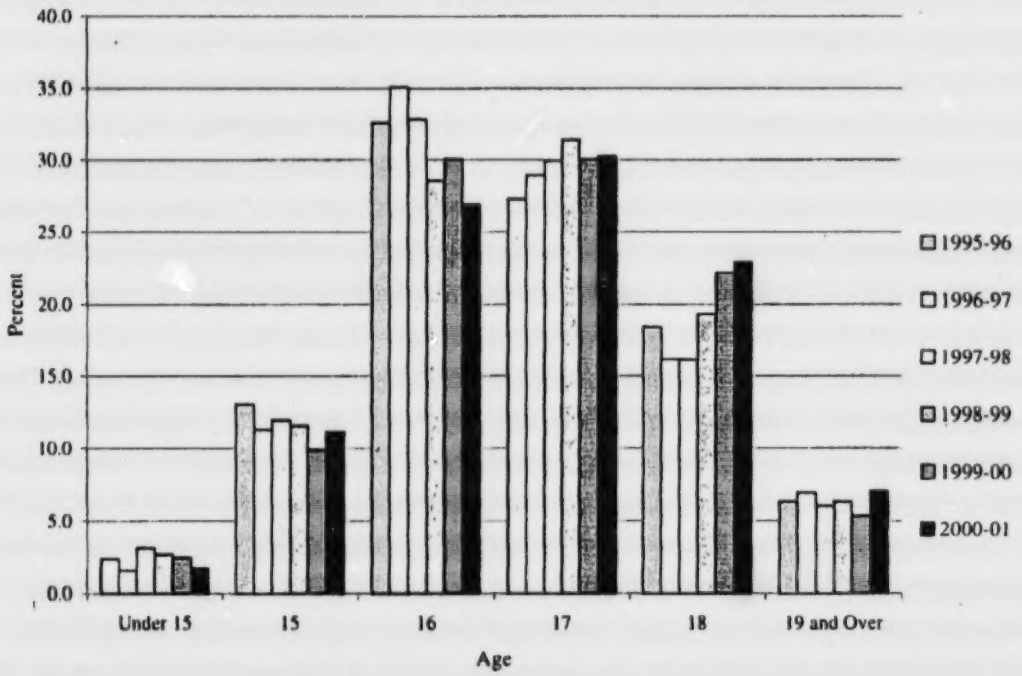


Figure 7
WCPSS Number and Percent of Total Dropouts by Age
1996 to 2001

Number of Dropouts						
Age	1995-96	1996-97	1997-98	1998-99*	1999-00	2000-01
Under 15	29	16	34	33	28	18
15 years old	157	115	129	141	110	116
16 years old	392	356	354	348	335	279
17 years old	328	294	323	383	335	314
18 years old	221	164	174	235	247	238
19 and Over	76	70	65	77	60	73

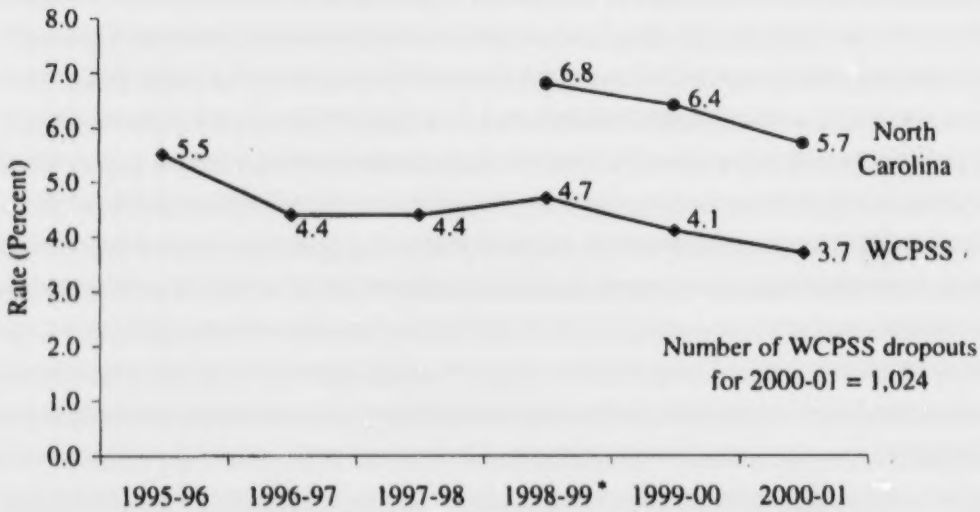
Percent of Total Dropouts						
Age	1995-96	1996-97	1997-98	1998-99*	1999-00	2000-01
Under 15	2.4	1.6	3.2	2.7	2.5	1.7
15 years old	13.1	11.3	12.0	11.6	9.9	11.2
16 years old	32.6	35.1	32.8	28.6	30.0	26.9
17 years old	27.3	29.0	29.9	31.5	30.0	30.3
18 years old	18.4	16.2	16.1	19.3	22.2	22.9
19 and Over	6.3	6.9	6.0	6.3	5.4	7.0

*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

HIGH SCHOOL DROPOUTS

While North Carolina dropout rates have been reported for students in grades 7-12 for the past decade, the largest number of dropouts has always occurred at the high school level. Of the 1,038 dropouts in the WCPSS for 2000-01, 1,024 (98.7%) were in grades 9-12. The WCPSS high school dropout rate has decreased from 5.5% in 1995-96 to 3.7% in 2000-01 (see Figure 8). The WCPSS high school dropout rate has been lower than the rate for North Carolina and paralleled the trend of a decreasing rate of dropouts since the state began reporting a high school dropout rate in 1998-99.

Figure 8
North Carolina and WCPSS Dropout Rate for Grades 9-12 from 1996 to 2001*



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts. 1998-99 was the first year that the state reported grades 9-12 dropout rates.

Number of Dropouts by Grade Level and Age

As reported above, the greatest number of dropouts occurs at ninth grade. Ninth grade is also the high school grade with the largest membership. The greatest number of dropouts was 17 years old. Typically, the greatest number of dropouts has been 16 years old. As mentioned earlier, this shift toward slightly older age at the time of dropping out is consistent with the trend of decreasing dropout rates and the goal of keeping students in school longer. As Figure 9 shows, a large majority of ninth and tenth grade students were one or more years older than the typical age of their peers (73.5% and 60.6% respectively). Most likely, students dropping out who were older than their peers have been retained at one or more grades during their school experience. Unfortunately data on a student's retentions across his or her entire school experience are not available for this report.

Figure 9
WCPSS Number and Percent of High School Dropouts by Grade Level and Age 2000-01

	Grade								Total	
	9		10		11		12			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Age										
Under 15	15	4.0	0	0.0	0	0.0	0	0.0	15	1.5
15 years old	83	22.4	24	9.6	0	0.0	0	0.0	107	10.4
16 years old	160	43.1	75	29.9	42	19.1	0	0.0	277	27.1
17 years old	85	22.9	84	33.5	95	43.2	50	27.5	314	30.7
18 years old	26	7.0	51	20.3	71	32.3	90	49.5	238	23.2
19 years old	2	0.5	17	6.8	9	4.1	30	16.5	58	5.7
Over 19	0	0.0	0	0.0	3	1.4	12	6.6	15	1.5
Total	371	100.0	251	100.0	220	100.0	182	100.0	1,024	100.0

Ethnic and Gender Results

White and Asian students had the lowest dropout rates (2.7% and 1.3% respectively) and both were substantially lower than the rates for Black students (6.1%) and Hispanic/Latino students (7.2%), as shown in Figure 11. Males had a higher dropout rate than females. This was true for Asian, Black, Hispanic/Latino, and White students (see Figure 10).

Figure 10
WCPSS High School Dropout Rate by Ethnic and Gender Group 2000-01

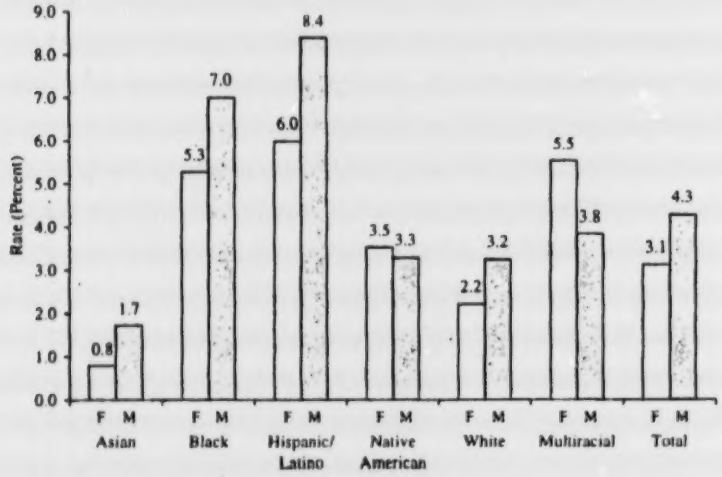
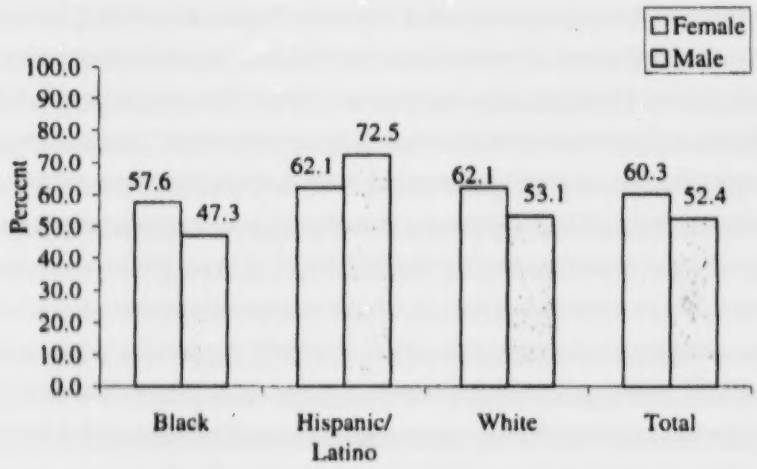


Figure 11
WCPSS Number and Rate of High School Dropouts by Ethnic and Gender Group
2000-01

		1999-00		2000-01		September 2001 Membership
		Number	Rate (%)	Number	Rate (%)	
Asian	All	24	2.3	14	1.3	1,118
	Female	13	2.7	4	0.8	522
	Male	11	2.0	10	1.7	596
Black	All	457	7.0	425	6.1	6,621
	Female	196	5.9	184	5.3	3,342
	Male	261	8.1	241	7.0	3,279
Hispanic/Latino	All	66	8.7	69	7.2	1,009
	Female	29	7.5	29	6.0	509
	Male	37	10.0	40	8.4	500
Native American	All	7	10.9	2	3.4	59
	Female	5	14.7	1	3.5	29
	Male	2	6.7	1	3.3	30
White	All	532	3.0	502	2.7	18,080
	Female	206	2.4	195	2.2	8,812
	Male	326	3.6	307	3.2	9,268
Multiracial	All	11	5.5	12	4.8	260
	Female	6	5.2	8	5.5	152
	Male	5	6.0	4	3.8	108
Total	All	1,097	4.1	1,024	3.7	27,147
	Female	455	3.5	421	3.1	13,366
	Male	642	4.8	603	4.3	13,781

Female dropouts more often were making progress in school than males overall (see Figure 12). Making progress is defined as *not* being previously retained in high school or *not* dropping out due to academic difficulty. Hispanic/Latino male dropouts, however, had the highest rate of making progress among the three largest ethnic groups. Black male dropouts had the lowest rate of making progress among the three largest ethnic groups. Black female dropouts had a slightly lower rate of making progress than Hispanic/Latino and White female dropouts. It is not known if these patterns occur because some students drop out before they have academic problems, or because some students are more persistent prior to dropping out, or because of other factors that might result in some students being retained more often than other students. See Attachment 1 for data on all ethnic and gender groups.

Figure 12
WCPSS High School Dropouts' Making Progress* by Ethnic and Gender Group
2000-01



*Progress is defined as a student who was *not* previously retained in high school or did *not* drop out due to academic difficulty.

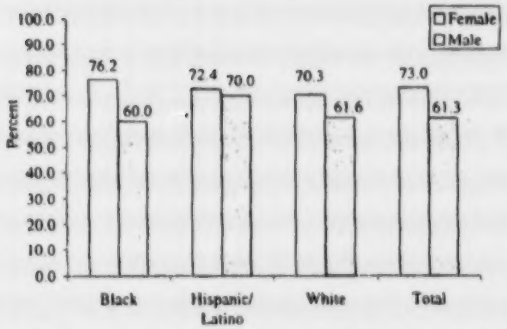
The main reason given for students for dropping out was attendance. Approximately two-thirds of students dropped out due to attendance problems related to family, personal, school, or work reasons. Attendance, along with academic problems and failure to return to school after long-term suspension, account for 80% or more of the reasons cited by schools for students dropping out. This pattern was generally true for students across ethnic and gender groups (see Figure 13). Female students withdrew due to attendance problems more often than males. Compared to other ethnic groups, Black females much more often withdrew due to attendance than Black males (76.2% vs. 60.0% respectively).

Males somewhat more often withdrew due to academic problems than females. The differences between males and females among Hispanic/Latino and White students were

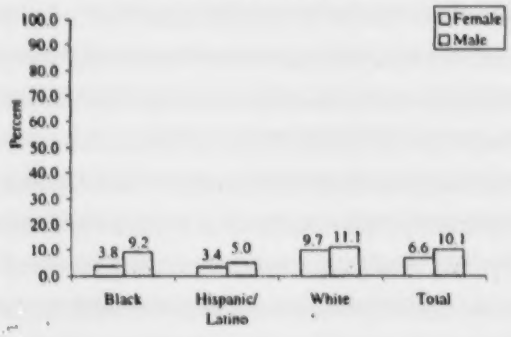
fairly small. Among Black students, males much more frequently withdrew due to academic problems (9.2%) than females (3.8%).

Figure 13
WCPSS High School Dropouts' Reasons for Dropping Out
by Ethnic and Gender Group
2000-01

Attendance*

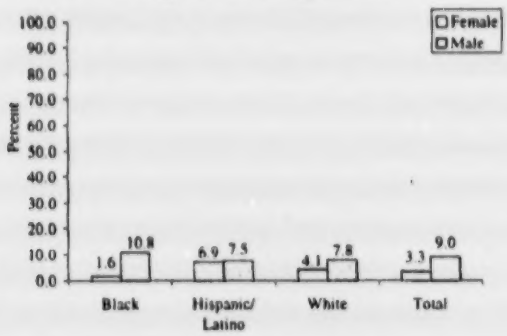


Academic Problems



*Attendance reasons include family, personal, school, and work.

Failure to Return to School After Long-Term Suspension



Failure to return to school following long-term suspension was given as a reason for dropping out almost three times more often for males than females. This difference, however, was largely accounted for by the difference between Black females and males (1.6% vs. 10.8% respectively). There was less than a one percentage point difference between Hispanic/Latino females and males. Failure to return to school after long-term suspension was cited for White males about twice as often as for White females.

Male dropouts were more likely to have been suspended than females as shown in Figure 14. Among the three largest ethnic groups, male dropouts had a rate of suspension that was 16% to 20% higher than females. Hispanic/Latino dropouts had the lowest rate of being suspended for their respective gender. Hispanic/Latino male dropouts had a slightly higher rate of having one suspension compared to Black and White males,

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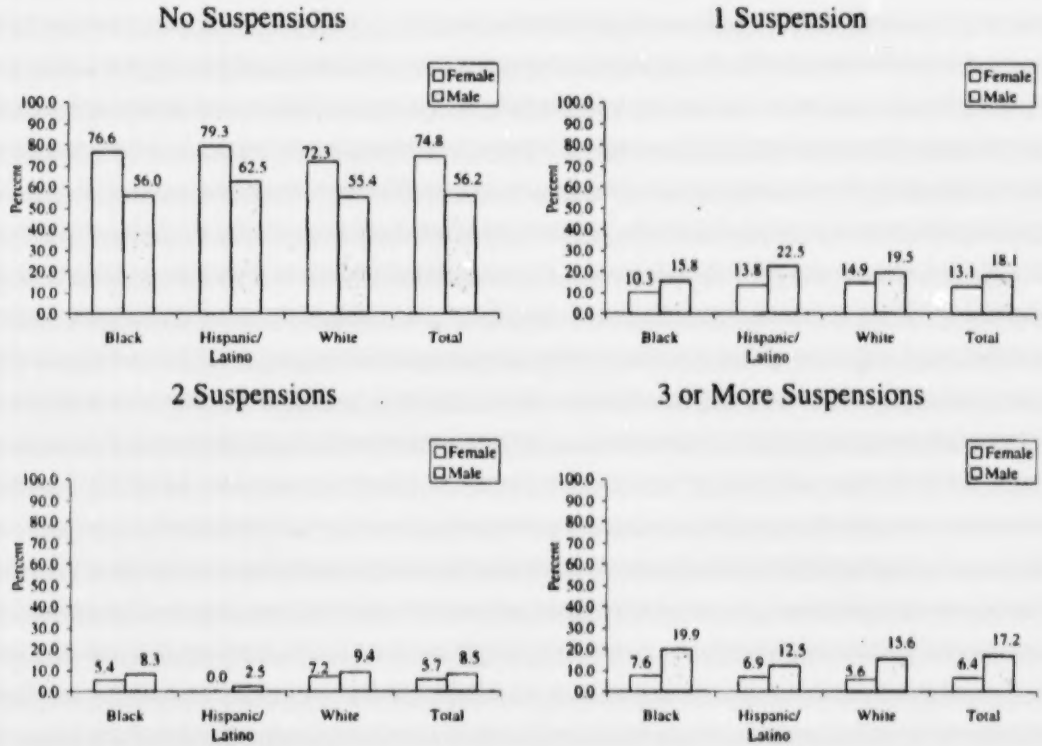
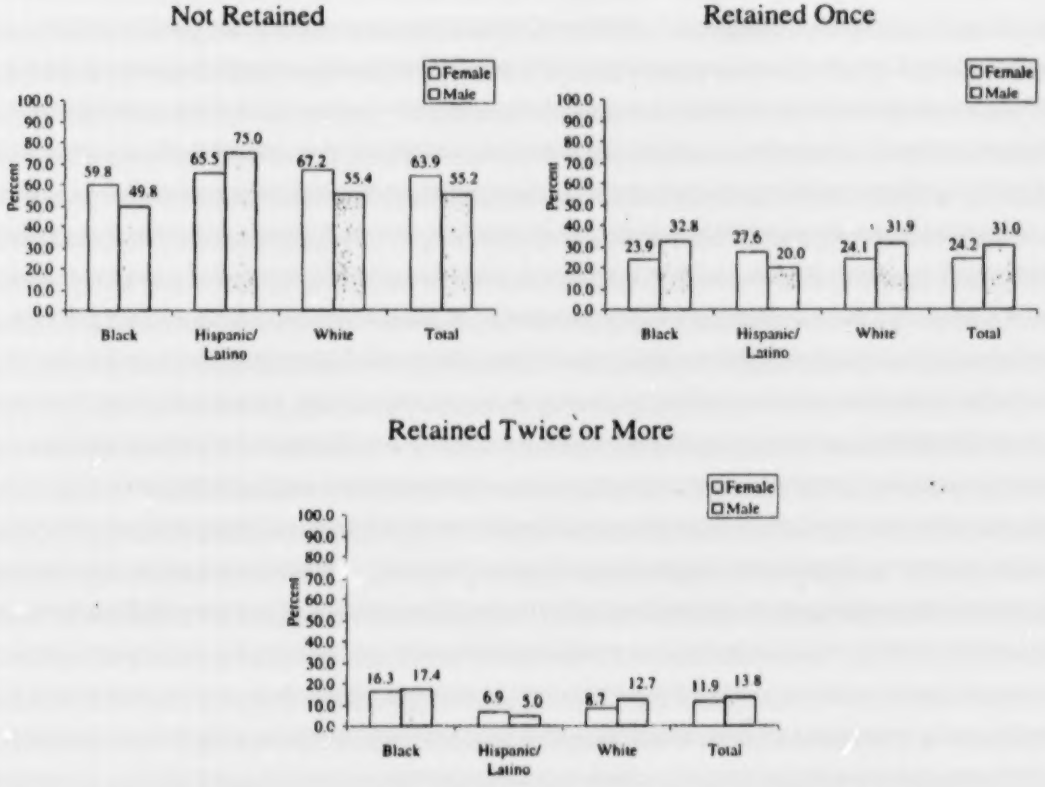
however. Black and White male dropouts had a slightly higher rate of being suspended three or more times. This difference between Hispanic/Latino males on one hand and Black and White males on the other may be because Hispanic/Latino students are less likely to engage in behavior that results in suspension or because they drop out before there are other incidents that might result in a second or third suspension.

Figure 14
WCPSS High School Dropouts' Number of Suspensions by Ethnic and Gender Group 2000-01



Female dropouts were less likely to have been retained while in high school than males (see Figure 15). Hispanic/Latino male dropouts had the lowest rate of high school retention among the three largest ethnic groups, however, and Black male dropouts had the highest rate. Black female dropouts had the highest rate of retention among the three ethnic female groups (Hispanic/Latino female dropouts were the lowest). Black female and male dropouts had about the same rate of being retained once as White female and male dropouts. Black female and male dropouts, however, had the highest rates of being retained twice or more among the three largest ethnic groups. Like suspensions, it is not known if these patterns occur because some students drop out before they have an opportunity to be retained (one or more times), or because some students are more persistent prior to dropping out, or because of other factors that might result in some students being retained more often than other students.

Figure 15
WCPSS High School Drop Outs' Number of Retentions While in High School by Ethnic and Gender Group 2000-01



Students with Disabilities Results

Students with disabilities had a dropout rate about twice that of students without disabilities (7.0% vs. 3.2% respectively). Unlike the overall dropout rates and the dropout rates for students without disabilities, female students with disabilities had a higher dropout rate (7.7%) than male students with disabilities (6.8%). The dropout rate for female students with disabilities was nearly three times that of female students without disabilities; the dropout rate for male students with disabilities was nearly two times that of male students without disabilities (see Figure 16).

Figure 16 shows that there were differences based on the type of service students received. Students with disabilities in a regular classroom, both male and female, had the lowest dropout rate among students with disabilities. Also, the dropout rates for female and male students in this category were nearly equal. Students with disabilities in a regular classroom are those that need the least assistance with their disability. The situation was different for students with disabilities receiving resource services (i.e.,

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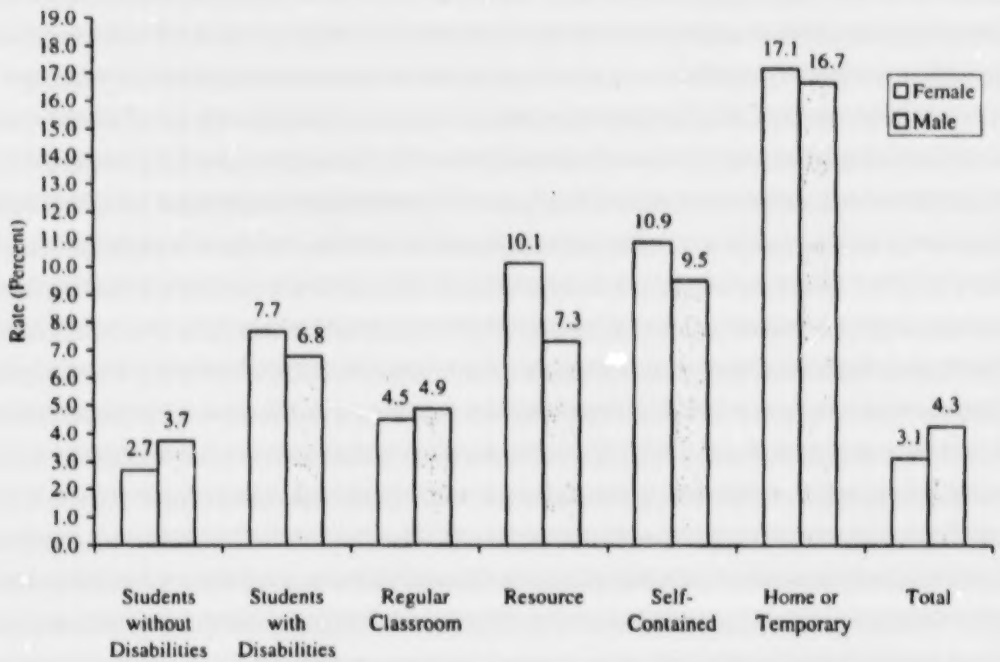
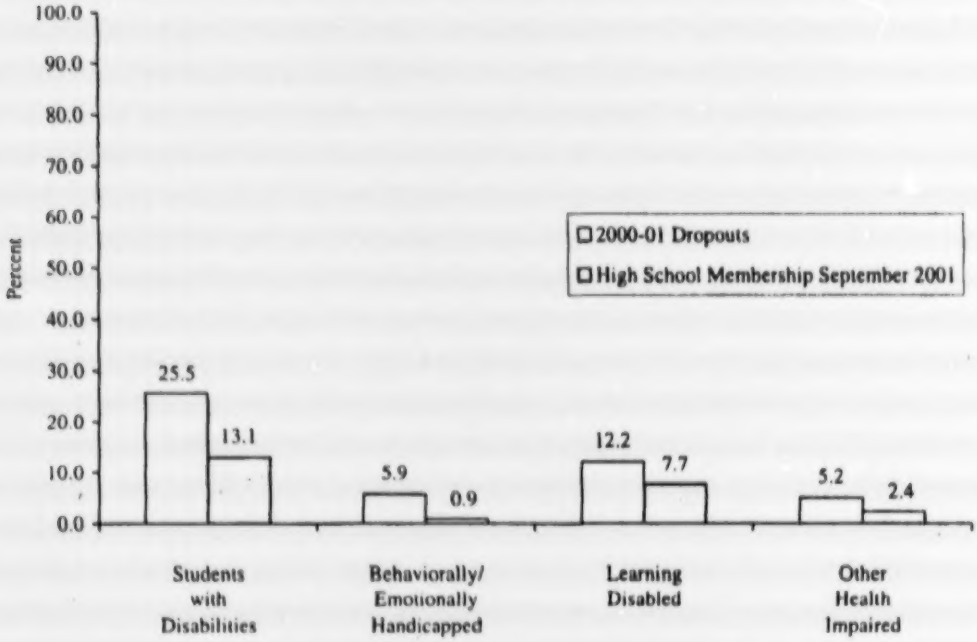
students who receive some or supplemental instruction from a special education teacher for part of the school day or week) or in a self-contained classroom with a special education teacher. Among students with disabilities receiving resource services, female students' dropout rate was nearly three percentage points higher than male students' dropout rate. The dropout rate for female students with disabilities receiving resource services was more than twice the rate for female students with disabilities in a regular classroom. This was also true when comparing female students with disabilities in a self-contained classroom with female students with disabilities in a regular classroom. Comparisons among males were only slightly better than the differences among female students with disabilities. Students with disabilities receiving services at home or on a temporary basis had dropout rates more than three times the rate of students with disabilities in a regular classroom.

Figure 16
WCPSS High School Dropout Rate by Disability Status and Type of Service
2000-01



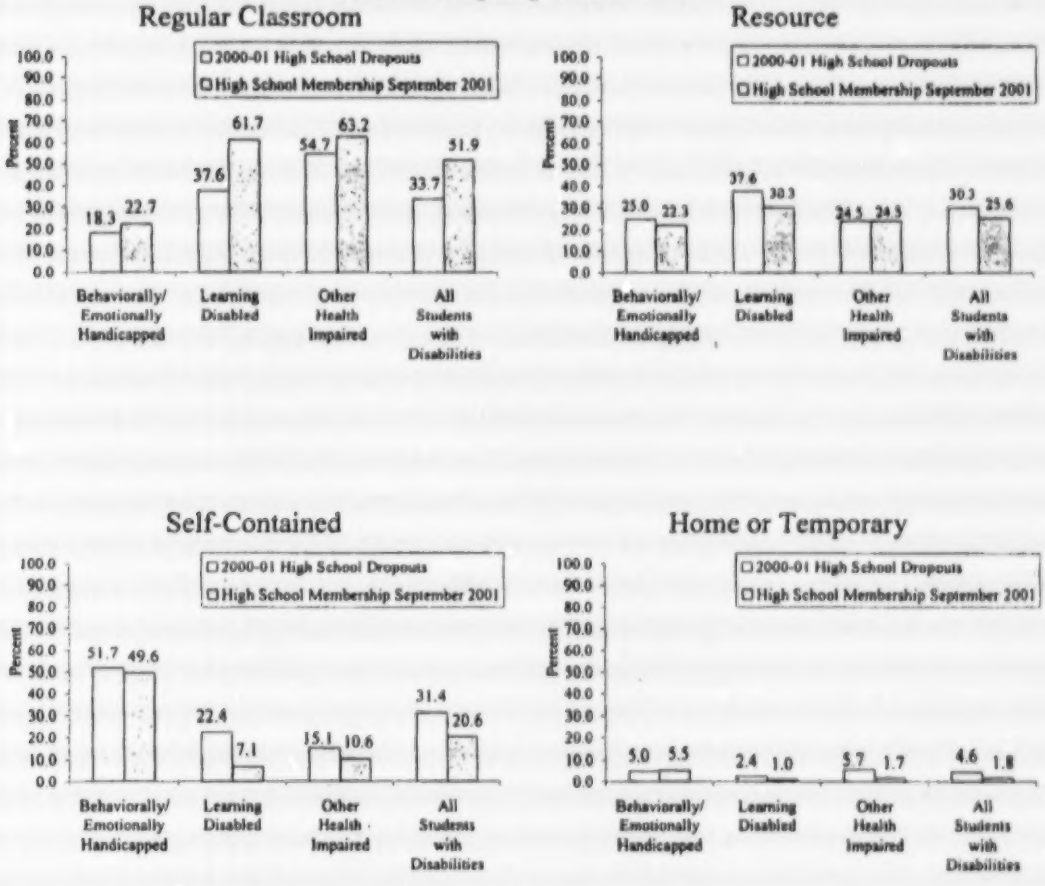
As shown in Figure 17, the proportion of high school dropouts who had disabilities was almost twice the proportion of students with disabilities in the total high school membership in September of 2001. The biggest differences were among students who were behaviorally/emotionally handicapped with 5.9% of high school dropouts having this disability compared to just 0.9% of high school students in membership in September of 2001.

Figure 17
WCPSS Percent of Students with Disabilities in the Three Largest Disability Categories: 2000-01 High School Dropouts Compared to High School Membership September 2001



When comparing students by disability category and by the type of service, it appears that learning disabled students in a self-contained classroom were much more likely to drop out (see Figure 18). Of all students in high school with an identified learning disability, 7.1% were in a self-contained classroom compared to 22.4% of high school dropouts with a learning disability. High school dropouts identified as other health impaired (e.g., attention deficit disorder/hyperactive disorder) also had a somewhat higher rate of being in a self-contained classroom (15.1%) than all high school students (10.6%). The distribution across the four types of service for students who were behaviorally/emotionally handicapped was approximately the same for high school dropouts and for all high school students in membership in September of 2001.

Figure 18
WCPSS Percent of Students with Disabilities by Type of Service for the Three Largest Disability Categories for 2000-01 High School Dropouts and High School Membership September 2001



Free/Reduced Lunch Status Results

Overall students who were eligible for free or reduced-priced lunch had a lower dropout rate (2.8%) than students not eligible for free or reduced-priced lunch (3.8%). This was true of males, but not females (see Figure 19). Unlike the overall results where male students had a higher dropout rate than female students, male students eligible for free or reduced-priced lunch had a lower dropout rate (2.5%) than female students eligible for free or reduced-priced lunch (3.1%). These results were somewhat surprising given that students eligible for free or reduced-priced lunch generally have lower academic achievement in middle school (see *2000-01 End-of-Grade Multiple-Choice Test Results* E&R Report No. 01.37) and are considered to be at greater risk for academic problems than students not eligible for free or reduced-priced lunch. Receiving free or reduced-price lunch is only a rough estimate of family income and socioeconomic conditions for students, however. These results may be misleading because high school students often

choose not to participate in the lunch program for a variety of personal reasons. Consequently, these results are an underestimate of the students coming from low-income families. More in-depth research would be required to better understand these results.

Figure 19
WCPSS High School Dropout Rate by Free/Reduced Lunch Status and Gender Group 2000-01

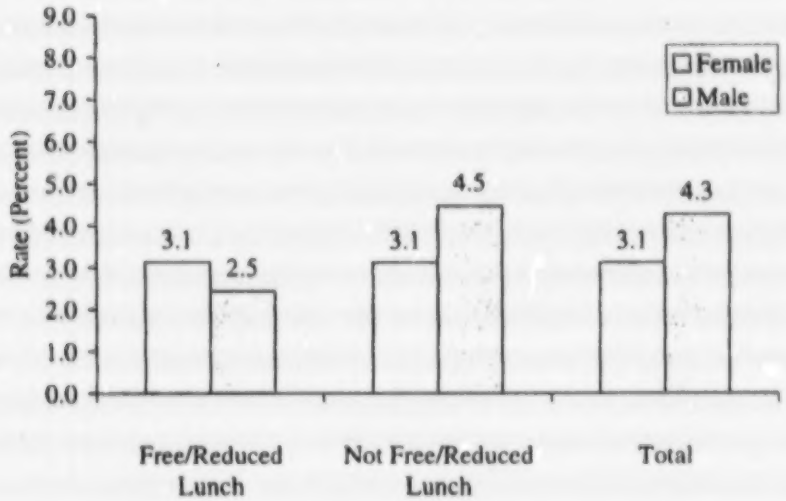


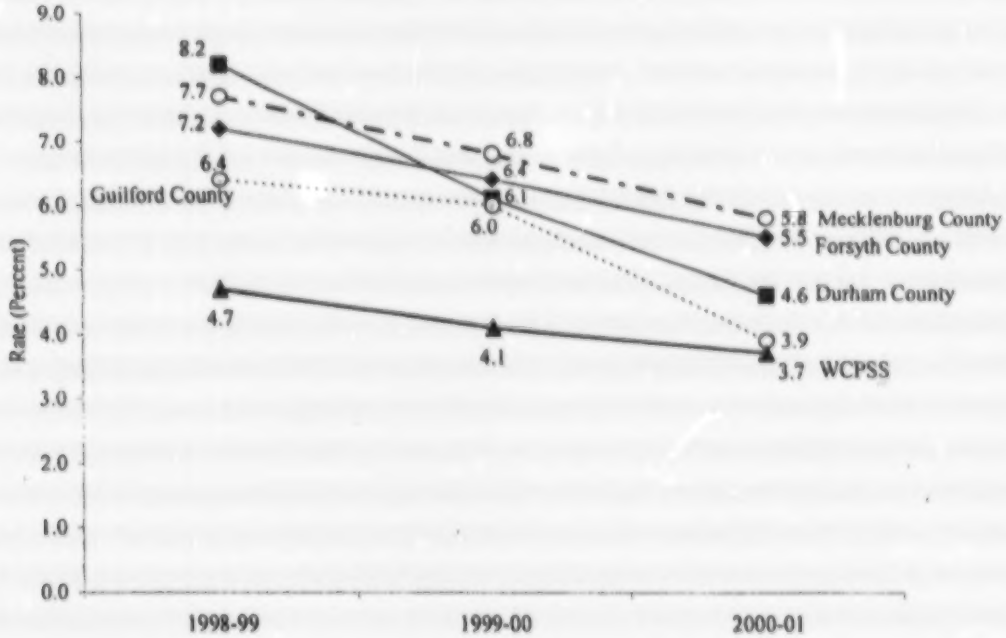
Figure 20
WCPSS High School Dropout Rate by Free/Reduced Lunch Status and Gender Group 2000-01

		September 2001 Membership	2000-01 Dropouts	
			Number	Rate (%)
Free/Reduced Lunch	All	2,879	82	2.8
	Female	1,416	46	3.1
	Male	1,463	36	2.5
Not Free/Reduced Lunch	All	24,268	942	3.8
	Female	11,950	375	3.1
	Male	12,318	567	4.5
Total	All	27,147	1,024	3.7
	Female	13,366	421	3.1
	Male	13,781	603	4.3

Dropout Rates Among Comparable School Systems

High school dropout rates have been declining in the WCPSS and in North Carolina's other urban school systems between 1998-99 and 2000-01. The high school dropout rate for the WCPSS remained below that of other urban North Carolina school systems (see Figure 21). Durham County's dropout rate declined more rapidly over the last two years than other urban North Carolina school systems. Guilford County had the largest one-year decrease in the dropout rate from 1999-00 to 2000-01.

Figure 21
Grades 9-12 Dropout Rate for WCPSS and Selected North Carolina School Systems from 1999 to 2001



Dropout Rate By High School

About half of the WCPSS comprehensive high schools had a decrease in the dropout rate from 1999-00 to 2000-01. Over time, most high schools experience slight increases and decreases in the dropout rate (see Figure 22). These fluctuations are due in part to the small number of students dropping out in most schools, where small increases or decreases in the number of students dropping out can significantly change the dropout rate. Only three high schools—Broughton, Garner, and Millbrook—had declines in the dropout rates over the two years since the state of North Carolina began counting students transferring to community college GED programs as dropouts in 1998-99. More detailed information about dropouts by high school with comparisons to the WCPSS can be found in Attachment 2.

Figure 22
WCPSS High School Dropout Rate by School

	1996-97		1997-98		1998-99[1]		1999-00		2000-01	
High School	N	Rate (%)	N	Rate (%)	N	Rate (%)	N	Rate (%)	N	Rate (%)
Apex	72	3.3	90	4.0	93	4.1	48	2.5	56	2.7
Athens Drive	98	5.2	87	4.8	50	2.8	79	4.2	50	2.8
Broughton	43	2.6	80	4.8	86	5.1	63	3.7	53	2.8
Cary	77	3.7	38	1.8	95	4.6	64	3.5	94	5.2
East Wake	122	6.8	115	6.5	106	6.0	129	7.1	123	6.5
Enloe	41	1.8	53	2.2	74	3.0	35	1.5	67	2.7
Fuquay-Varina	60	4.4	82	5.5	83	5.2	87	5.3	94	5.6
Garner	108	5.5	90	4.8	92	4.8	88	4.3	76	3.6
Green Hope[2]									19	1.3
Leesville Rd.	40	2.1	38	1.8	52	2.5	56	2.7	42	2.0
Millbrook	74	3.8	109	5.8	105	5.5	106	5.4	49	2.5
Sanderson	60	3.2	76	4.1	67	3.4	80	3.9	38	2.4
Southeast Raleigh			31	2.2	42	2.4	42	2.2	71	3.5
Wake Forest-Rolesville	66	4.2	48	3.0	115	7.2	87	6.4	104	8.4
Wakefield[2]									13	1.3
Longview[3]	10	17.4	19	29.2	10	21.1	10	23.8	6	13.3
Phillips[3]	124	36.2	87	27.9	135	35.7	108	45.1	69	29.3
WCPSS (Grades 9-12)	995	4.3	1,043	4.2	1,205	4.7	1,098	4.1	1,024	3.7

[1]Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.
[2]Rate for 2000-01 is based on grades 9-11. Green Hope opened in 1999-00. Wakefield opened in 2000-01.
[3]Longview and Phillips are alternative schools serving special populations

REFERENCE

Dulaney, C. & Burch, G (2001). 2000-01 End-of-Grade Multiple-Choice Test Results. (Evaluation and Research Report 01.37) Raleigh, NC: Wake County Public School System.

ATTACHMENT 1

Supplemental Data Tables

Figure 23
WCPSS Progress Status for High School Dropouts by Ethnic and Gender Group

		Total	Progress Status*			
			Making Progress		Not Making Progress	
		Number	Number	Percent	Number	Percent
Asian	All	14	11	78.6	3	21.4
	Female	4	4	100.0	0	0.0
	Male	10	7	70.0	3	30.0
Black	All	425	220	51.8	205	48.2
	Female	184	106	57.6	78	42.4
	Male	241	114	47.3	127	52.7
Hispanic/ Latino	All	69	47	68.1	22	31.9
	Female	29	18	62.1	11	37.9
	Male	40	29	72.5	11	27.5
Native American	All	2	0	0.0	2	100.0
	Female	1	0	0.0	1	100.0
	Male	1	0	0.0	1	100.0
White	All	502	284	56.6	218	43.4
	Female	195	121	62.1	74	37.9
	Male	307	163	53.1	144	46.9
Multiracial	All	12	8	66.7	4	33.3
	Female	8	5	62.5	3	37.5
	Male	4	3	75.0	1	25.0
Total	All	1,024	570	55.7	454	44.3
	Female	421	254	60.3	167	39.7
	Male	603	316	52.4	287	47.6

*Progress is defined as a student who was *not* previously retained in high school or did *not* drop out due to academic difficulty.

Figure 24
WCPSS Reasons for Withdrawal for High School Dropouts by Ethnic and Gender Group

Female

	Asian		Native American		Black		Hispanic/ Latino		White		Multiracial		Total	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Attendance - Any Reason	1	100.0	3	75.0	141	76.2	21	72.4	137	70.3	5	62.5	308	73.0
Academic Problems	0	0.0	0	0.0	7	3.8	1	3.4	19	9.7	1	12.5	28	6.6
Failure to Return After Long-Term Suspension	0	0.0	0	0.0	3	1.6	2	6.9	8	4.1	1	12.5	14	3.3
Other Reasons	0	0.0	1	25.0	34	18.4	5	17.2	31	15.9	1	12.5	72	17.1
Total	1	100.0	4	100.0	185	100.0	29	100.0	195	100.0	8	100.0	422	100.0

Male

	Asian		Native American		Black		Hispanic/ Latino		White		Multiracial		Total	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Attendance - Any Reason	1	100.0	5	50.0	144	60.0	28	70.0	189	61.6	2	50.0	369	61.3
Academic Problems	0	0.0	2	20.0	22	9.2	2	5.0	34	11.1	1	25.0	61	10.1
Failure to Return After Long-Term Suspension	0	0.0	0	0.0	26	10.8	3	7.5	24	7.8	1	25.0	54	9.0
Other Reasons	0	0.0	3	30.0	48	20.0	7	17.5	60	19.5	0	0.0	118	19.6
Total	1	100.0	10	100.0	240	100.0	40	100.0	307	100.0	4	100.0	602	100.0

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Figure 25
WCPSS Number of Suspensions for High School Dropouts by Ethnic and Gender Group

		No Suspensions		1 Suspension		2 Suspensions		3 or More Suspensions		Total
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Asian	All	11	78.6	1	7.1	1	7.1	1	7.1	14
	Female	4	100	0	0	0	0	0	0	4
	Male	7	70	1	10	1	10	1	10	10
Black	All	276	64.9	57	13.4	30	7.1	62	14.6	425
	Female	141	76.6	19	10.3	10	5.4	14	7.6	184
	Male	135	56	38	15.8	20	8.3	48	19.9	241
Hispanic/ Latino	All	48	69.6	13	18.8	1	1.4	7	10.1	69
	Female	23	79.3	4	13.8	0	0	2	6.9	29
	Male	25	62.5	9	22.5	1	2.5	5	12.5	40
Native American	All	1	50	0	0	0	0	1	50	2
	Female	1	100	0	0	0	0	0	0	1
	Male	0	0	0	0	0	0	1	100	1
White	All	311	62	89	17.7	43	8.6	59	11.8	502
	Female	141	72.3	29	14.9	14	7.2	11	5.6	195
	Male	170	55.4	60	19.5	29	9.4	48	15.6	307
Multiracial	All	7	58.3	4	33.3	0	0	1	8.3	12
	Female	5	62.5	3	37.5	0	0	0	0	8
	Male	2	50	1	25	0	0	1	25	4
Total	All	654	63.9	164	16	75	7.3	131	12.8	1,024
	Female	315	74.8	55	13.1	24	5.7	27	6.4	421
	Male	339	56.2	109	18.1	51	8.5	104	17.2	603

Figure 26
WCPSS Percent of Students with Disabilities by Type of Service for the Three Largest Disability Categories for 2000-01 High School Dropouts and High School Membership September 2001

High School Dropouts

Disability	Regular Classroom		Resource		Self-Contained		Home or Temporary		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Behaviorally/Emotionally Handicapped	11	18.3	15	25	31	51.7	3	5	60
Learning Disabled	47	37.6	47	37.6	28	22.4	3	2.4	125
Other Health Impaired	29	54.7	13	24.5	8	15.1	3	5.7	53
All Students with Disabilities	88	33.7	79	30.3	82	31.4	12	4.6	261

High School Membership September 2001

Disability	Regular Classroom		Resource		Self-Contained		Home or Temporary		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Behaviorally/Emotionally Handicapped	58	22.7	57	22.3	127	49.6	14	5.5	256
Learning Disabled	1,284	61.7	630	30.3	148	7.1	20	1.0	2,082
Other Health Impaired	412	63.2	160	24.5	69	10.6	11	1.7	652
All Students with Disabilities	1,846	51.9	911	25.6	733	20.6	64	1.8	3,554

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ATTACHMENT 2

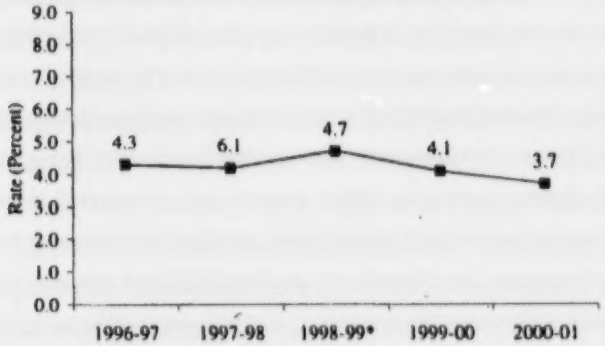
High School Dropout Summary by School

Dropouts: 1995 to 2001
Dropouts by Race, Gender, Age, Grade, and Withdrawal Reason: 2000-01

Wake County Public School System 2000-01

Total Dropouts (grades 9-12): 1,024
High School Dropout Rate: 3.7%

WCPSS High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

WCPSS High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		1,024	100.0
Ethnic Group			
Asian		2	0.2
Black		425	41.5
Hispanic/Latino		69	6.7
Native American		14	1.4
White		502	49.0
Multiracial		12	1.2
Gender			
Female		422	41.2
Male		602	58.8
Ethnic Group by Gender			
Asian	Female	1	50.0
	Male	1	50.0
Black	Female	185	43.5
	Male	240	56.5
Hispanic/Latino	Female	29	42.0
	Male	40	58.0
Native American	Female	4	28.6
	Male	10	71.4
White	Female	195	38.8
	Male	307	61.2
Multiracial	Female	8	66.7
	Male	4	33.3

WCPSS High School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	15	1.5
15 years old	107	10.4
16 years old	277	27.1
17 years old	314	30.7
18 years old	238	23.2
19 years old	58	5.7
Over 19	15	1.5
Grade		
9	371	36.2
10	251	24.5
11	220	21.5
12	182	17.8
Reason for Withdrawal		
Academic Problems	89	8.7
Attendance	458	44.7
Attendance - Family	36	3.5
Attendance - Personal	96	9.4
Attendance - School	53	5.2
Attendance - Work	34	3.3
Did Not Return to School	22	2.1
Moved, No Records Requested	31	3.0
Discipline Problems	4	0.4
Failure to Return After Long-Term Suspension	68	6.6
Incarcerated in Adult Facility	3	0.3
Employment Necessary	1	0.1
Choice of Work over School	37	3.6
Pregnancy	7	0.7
Need to Care for Children	6	0.6
Health Problems	4	0.4
Substance Abuse	2	0.2
Runaway	10	1.0
Unstable Home Environment	1	0.1
Other	48	4.7
No Reason Given	14	1.4

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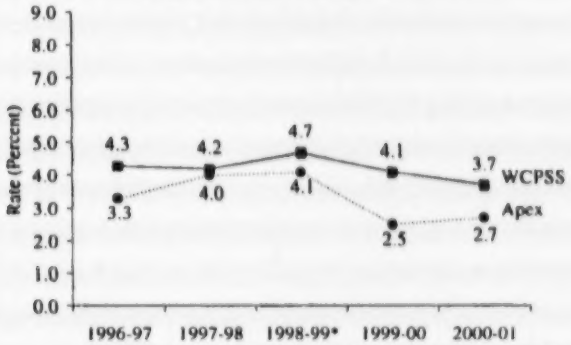
Apex High School 2000-01

Total Dropouts (grades 9-12): 56
High School Dropout Rate: 2.7%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Apex High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		56	100.0
Ethnic Group			
Asian		0	0.0
Black		22	39.3
Hispanic/Latino		2	3.6
Native American		0	0.0
White		31	55.4
Multiracial		1	1.8
Gender			
Female		19	33.9
Male		37	66.1
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	7	31.8
	Male	15	68.2
Hispanic/Latino	Female	1	50.0
	Male	1	50.0
Native American	Female	0	0.0
	Male	0	0.0
White	Female	10	32.3
	Male	21	67.7
Multiracial	Female	1	100.0
	Male	0	0.0

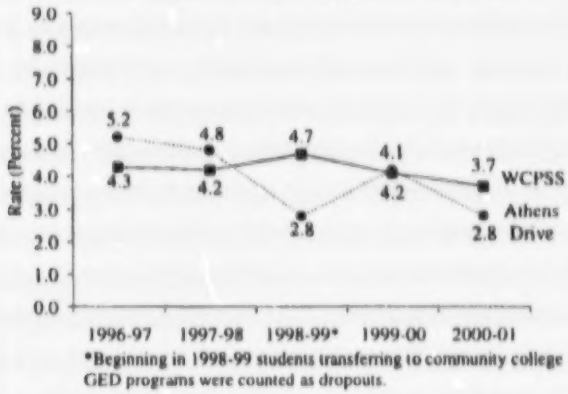
Apex High School Dropouts by Age, Grade, And Withdrawal Reason 2000-01

	Number	Percent
Age		
Under 15	2	3.6
15 years old	3	5.4
16 years old	16	28.6
17 years old	13	23.2
18 years old	16	28.6
19 years old	5	8.9
Over 19	1	1.8
Grade		
9	20	35.7
10	8	14.3
11	10	17.9
12	18	32.1
Reason for Withdrawal		
Academic Problems	8	14.3
Attendance	35	62.5
Attendance - Family	0	0.0
Attendance - Personal	0	0.0
Attendance - School	0	0.0
Attendance - Work	11	19.6
Did Not Return to School	0	0.0
Moved, No Records Requested	0	0.0
Discipline Problems	1	1.8
Failure to Return After Long-Term Suspension	1	1.8
Incarcerated in Adult Facility	0	0.0
Employment Necessary	0	0.0
Choice of Work over School	0	0.0
Pregnancy	0	0.0
Need to Care for Children	0	0.0
Health Problems	0	0.0
Substance Abuse	0	0.0
Runaway	0	0.0
Unstable Home Environment	0	0.0
Other	0	0.0
No Reason Given	0	0.0

Athens Drive High School 2000-01

Total Dropouts (grades 9-12): 50
High School Dropout Rate: 2.8%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Athens Drive High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		50	100.0
Ethnic Group			
Asian		0	0.0
Black		17	34.0
Hispanic/Latino		12	24.0
Native American		1	2.0
White		17	34.0
Multiracial		3	6.0
Gender			
Female		18	36.0
Male		32	64.0
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	9	52.9
	Male	8	47.1
Hispanic/Latino	Female	5	41.7
	Male	7	58.3
Native American	Female	0	0.0
	Male	1	100.0
White	Female	3	17.6
	Male	14	82.4
Multiracial	Female	1	33.3
	Male	2	66.7

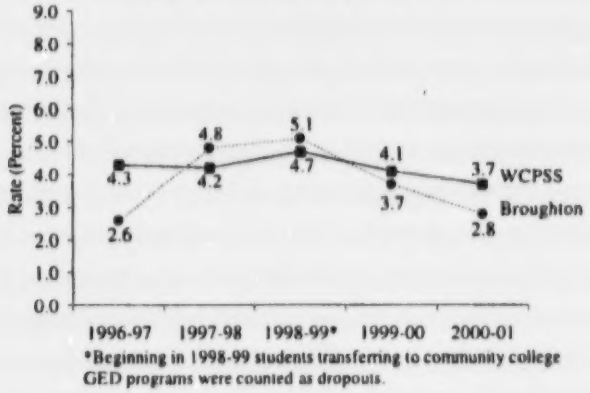
Athens Drive High School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	1	2.0
15 years old	3	6.0
16 years old	12	24.0
17 years old	20	40.0
18 years old	10	20.0
19 years old	4	8.0
Over 19	0	0.0
Grade		
9	23	46.0
10	15	30.0
11	6	12.0
12	6	12.0
Reason for Withdrawal		
Academic Problems	8	16.0
Attendance	14	28.0
Attendance - Family	2	4.0
Attendance - Personal	3	6.0
Attendance - School	0	0.0
Attendance - Work	9	18.0
Did Not Return to School	0	0.0
Moved, No Records Requested	4	8.0
Discipline Problems	0	0.0
Failure to Return After Long-Term Suspension	0	0.0
Incarcerated in Adult Facility	2	4.0
Employment Necessary	0	0.0
Choice of Work over School	2	4.0
Pregnancy	1	2.0
Need to Care for Children	2	4.0
Health Problems	1	2.0
Substance Abuse	1	2.0
Runaway	1	2.0
Unstable Home Environment	0	0.0
Other	0	0.0
No Reason Given	0	0.0

Broughton High School 2000-01

Total Dropouts (grades 9-12): 53
High School Dropout Rate: 2.8%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Broughton High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		53	100.0
Ethnic Group			
Asian		0	0.0
Black		24	45.3
Hispanic/Latino		3	5.7
Native American		0	0.0
White		26	49.1
Multiracial		0	0.0
Gender			
Female		26	49.1
Male		27	50.9
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	14	58.3
	Male	10	41.7
Hispanic/Latino	Female	1	33.3
	Male	2	66.7
Native American	Female	0	0.0
	Male	0	0.0
White	Female	11	42.3
	Male	15	57.7
Multiracial	Female	0	0.0
	Male	0	0.0

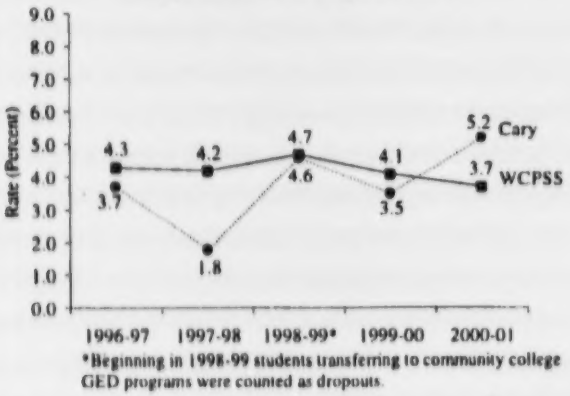
Broughton High School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	0	0.0
15 years old	7	13.2
16 years old	16	30.2
17 years old	17	32.1
18 years old	13	24.5
19 years old	0	0.0
Over 19	0	0.0
Grade		
9	25	47.2
10	11	20.8
11	6	11.3
12	11	20.8
Reason for Withdrawal		
Academic Problems	2	3.8
Attendance	42	79.2
Attendance - Family	0	0.0
Attendance - Personal	2	3.8
Attendance - School	0	0.0
Attendance - Work	0	0.0
Did Not Return to School	0	0.0
Moved, No Records Requested	0	0.0
Discipline Problems	0	0.0
Failure to Return After Long-Term Suspension	4	7.5
Incarcerated in Adult Facility	0	0.0
Employment Necessary	0	0.0
Choice of Work over School	1	1.9
Pregnancy	0	0.0
Need to Care for Children	0	0.0
Health Problems	0	0.0
Substance Abuse	0	0.0
Runaway	2	3.8
Unstable Home Environment	0	0.0
Other	0	0.0
No Reason Given	0	0.0

Cary High School 2000-01

Total Dropouts (grades 9-12): 94
High School Dropout Rate: 5.2%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Cary High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		94	100.0
Ethnic Group			
Asian		0	0.0
Black		19	20.2
Hispanic/Latino		17	18.1
Native American		1	1.1
White		55	58.5
Multiracial		2	2.1
Gender			
Female		27	28.7
Male		67	71.3
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	7	36.8
	Male	12	63.2
Hispanic/Latino	Female	5	29.4
	Male	12	70.6
Native American	Female	0	0.0
	Male	1	100.0
White	Female	15	27.3
	Male	40	72.7
Multiracial	Female	0	0.0
	Male	2	100.0

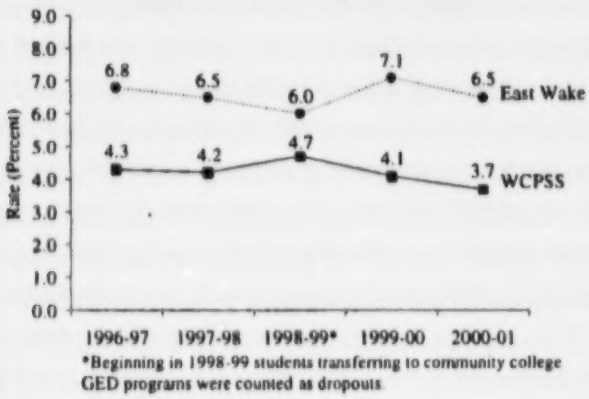
Cary High School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	1	1.1
15 years old	4	4.3
16 years old	28	29.8
17 years old	35	37.2
18 years old	20	21.3
19 years old	6	6.4
Over 19	0	0.0
Grade		
9	26	27.7
10	24	25.5
11	27	28.7
12	17	18.1
Reason for Withdrawal		
Academic Problems	8	8.5
Attendance	44	46.8
Attendance - Family	0	0.0
Attendance - Personal	2	2.1
Attendance - School	0	0.0
Attendance - Work	3	3.2
Did Not Return to School	0	0.0
Moved, No Records Requested	5	5.3
Discipline Problems	2	2.1
Failure to Return After Long-Term Suspension	13	13.8
Incarcerated in Adult Facility	0	0.0
Employment Necessary	0	0.0
Choice of Work over School	12	12.8
Pregnancy	0	0.0
Need to Care for Children	0	0.0
Health Problems	0	0.0
Substance Abuse	0	0.0
Runaway	3	3.2
Unstable Home Environment	0	0.0
Other	0	0.0
No Reason Given	2	2.1

East Wake High School 2000-01

Total Dropouts (grades 9-12): 123
High School Dropout Rate: 6.5%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

East Wake High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		123	100.0
Ethnic Group			
Asian		0	0.0
Black		63	51.2
Hispanic/Latino		8	6.5
Native American		2	1.6
White		50	40.7
Multiracial		0	0.0
Gender			
Female		51	41.5
Male		72	58.5
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	25	39.7
	Male	38	60.3
Hispanic/Latino	Female	5	62.5
	Male	3	37.5
Native American	Female	1	50.0
	Male	1	50.0
White	Female	20	40.0
	Male	30	60.0
Multiracial	Female	0	0.0
	Male	0	0.0

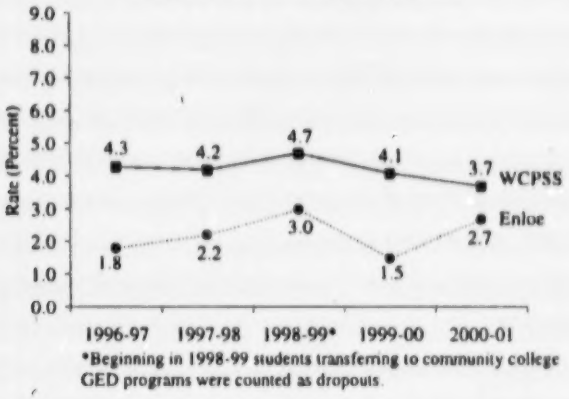
East Wake High School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	1	0.8
15 years old	14	11.4
16 years old	33	26.8
17 years old	35	28.5
18 years old	31	25.2
19 years old	6	4.9
Over 19	3	2.4
Grade		
9	56	45.5
10	28	22.8
11	22	17.9
12	17	13.8
Reason for Withdrawal		
Academic Problems	0	0.0
Attendance	103	83.7
Attendance - Family	0	0.0
Attendance - Personal	0	0.0
Attendance - School	0	0.0
Attendance - Work	0	0.0
Did Not Return to School	0	0.0
Moved, No Records Requested	0	0.0
Discipline Problems	0	0.0
Failure to Return After Long-Term Suspension	17	13.8
Incarcerated in Adult Facility	0	0.0
Employment Necessary	0	0.0
Choice of Work over School	0	0.0
Pregnancy	0	0.0
Need to Care for Children	3	2.4
Health Problems	0	0.0
Substance Abuse	0	0.0
Runaway	0	0.0
Unstable Home Environment	0	0.0
Other	0	0.0
No Reason Given	0	0.0

Enloe High School 2000-01

Total Dropouts (grades 9-12): 67
High School Dropout Rate: 2.7%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Enloe High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		67	100.0
Ethnic Group			
Asian		0	0.0
Native American		2	3.0
Black		45	67.2
Hispanic/Latino		0	0.0
White		19	28.4
Multiracial		1	1.5
Gender			
Female		31	46.3
Male		36	53.7
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	21	46.7
	Male	24	53.3
Hispanic/Latino	Female	0	0.0
	Male	0	0.0
Native American	Female	1	50.0
	Male	1	50.0
White	Female	8	42.1
	Male	11	57.9
Multiracial	Female	1	100.0
	Male	0	0.0

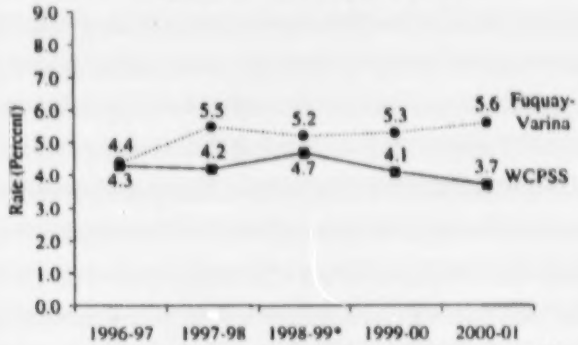
Enloe High School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	3	4.5
15 years old	13	19.4
16 years old	16	23.9
17 years old	17	25.4
18 years old	16	23.9
19 years old	1	1.5
Over 19	1	1.5
Grade		
9	25	37.3
10	20	29.9
11	12	17.9
12	10	14.9
Reason for Withdrawal		
Academic Problems	16	23.9
Attendance	0	0.0
Attendance - Family	1	1.5
Attendance - Personal	37	55.2
Attendance - School	0	0.0
Attendance - Work	0	0.0
Did Not Return to School	0	0.0
Moved, No Records Requested	2	3.0
Discipline Problems	0	0.0
Failure to Return After Long-Term Suspension	10	14.9
Incarcerated in Adult Facility	1	1.5
Employment Necessary	0	0.0
Choice of Work over School	0	0.0
Pregnancy	0	0.0
Need to Care for Children	0	0.0
Health Problems	0	0.0
Substance Abuse	0	0.0
Runaway	0	0.0
Unstable Home Environment	0	0.0
Other	0	0.0
No Reason Given	0	0.0

Fuquay-Varina High School 2000-01

Total Dropouts (grades 9-12): 94
High School Dropout Rate: 5.6%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Fuquay-Varina High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		94	100.0
Ethnic Group			
Asian		1	1.1
Black		28	29.8
Hispanic/Latino		4	4.3
Native American		0	0.0
White		61	64.9
Multiracial		0	0.0
Gender			
Female		41	43.6
Male		53	56.4
Ethnic Group by Gender			
Asian	Female	1	100.0
	Male	0	0.0
Black	Female	10	35.7
	Male	18	64.3
Hispanic/Latino	Female	2	50.0
	Male	2	50.0
Native American	Female	0	0.0
	Male	0	0.0
White	Female	28	45.9
	Male	33	54.1
Multiracial	Female	0	0.0
	Male	0	0.0

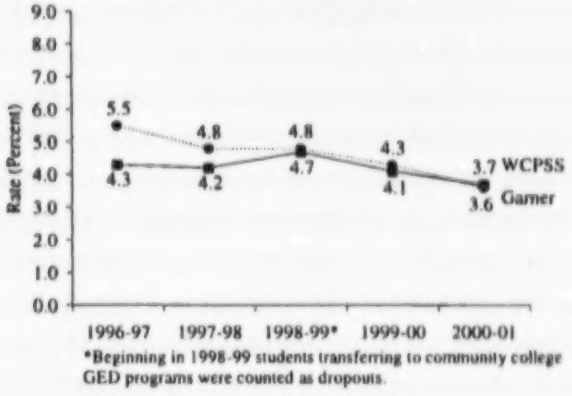
Fuquay-Varina High School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	1	1.1
15 years old	13	13.8
16 years old	24	25.5
17 years old	34	36.2
18 years old	16	17.0
19 years old	4	4.3
Over 19	2	2.1
Grade		
9	37	39.4
10	24	25.5
11	24	25.5
12	9	9.6
Reason for Withdrawal		
Academic Problems	1	1.1
Attendance	79	84.0
Attendance - Family	0	0.0
Attendance - Personal	0	0.0
Attendance - School	0	0.0
Attendance - Work	0	0.0
Did Not Return to School	0	0.0
Moved, No Records Requested	1	1.1
Discipline Problems	0	0.0
Failure to Return After Long-Term Suspension	1	1.1
Incarcerated in Adult Facility	0	0.0
Employment Necessary	1	1.1
Choice of Work over School	2	2.1
Pregnancy	2	2.1
Need to Care for Children	0	0.0
Health Problems	0	0.0
Substance Abuse	0	0.0
Runaway	2	2.1
Unstable Home Environment	0	0.0
Other	0	0.0
No Reason Given	5	5.3

Garner High School 2000-01

Total Dropouts (grades 9-12): 76
High School Dropout Rate: 3.6%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Garner High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		76	100.0
Ethnic Group			
Asian		0	0.0
Black		21	27.6
Hispanic/Latino		9	11.8
Native American		1	1.3
White		45	59.2
Multiracial		0	0.0
Gender			
Female		20	26.3
Male		56	73.7
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	5	23.8
	Male	16	76.2
Hispanic/Latino	Female	3	33.3
	Male	6	66.7
Native American	Female	0	0.0
	Male	1	100.0
White	Female	12	26.7
	Male	33	73.3
Multiracial	Female	0	0.0
	Male	0	0.0

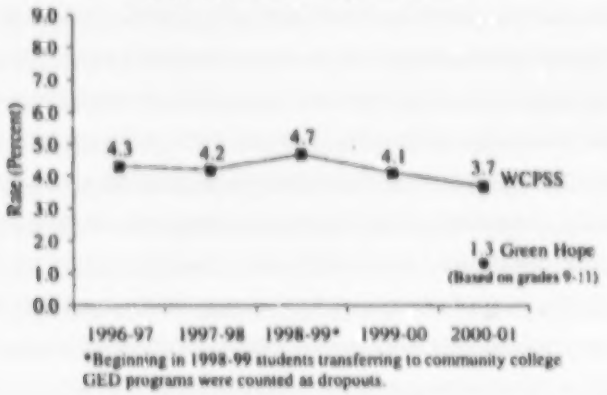
Garner High School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	0	0.0
15 years old	6	7.9
16 years old	19	25.0
17 years old	29	38.2
18 years old	17	22.4
19 years old	4	5.3
Over 19	1	1.3
Grade		
9	23	30.3
10	21	27.6
11	24	31.6
12	8	10.5
Reason for Withdrawal		
Academic Problems	2	2.6
Attendance	47	61.8
Attendance - Family	1	1.3
Attendance - Personal	0	0.0
Attendance - School	0	0.0
Attendance - Work	2	2.6
Did Not Return to School	0	0.0
Moved, No Records Requested	3	3.9
Discipline Problems	1	1.3
Failure to Return After Long-Term Suspension	11	14.5
Incarcerated in Adult Facility	0	0.0
Employment Necessary	0	0.0
Choice of Work over School	8	10.5
Pregnancy	1	1.3
Need to Care for Children	0	0.0
Health Problems	0	0.0
Substance Abuse	0	0.0
Runaway	0	0.0
Unstable Home Environment	0	0.0
Other	0	0.0
No Reason Given	0	0.0

Green Hope High School 2000-01

Total Dropouts (grades 9-12): 19
High School Dropout Rate: 1.3%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Green Hope High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		19	100.0
Ethnic Group			
Asian		1	5.3
Black		7	36.8
Hispanic/Latino		1	5.3
Native American		2	10.5
White		8	42.1
Multiracial		0	0.0
Gender			
Female		8	42.1
Male		11	57.9
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	1	100.0
Black	Female	4	57.1
	Male	3	42.9
Hispanic/Latino	Female	1	100.0
	Male	0	0.0
Native American	Female	0	0.0
	Male	2	100.0
White	Female	3	37.5
	Male	5	62.5
Multiracial	Female	0	0.0
	Male	0	0.0

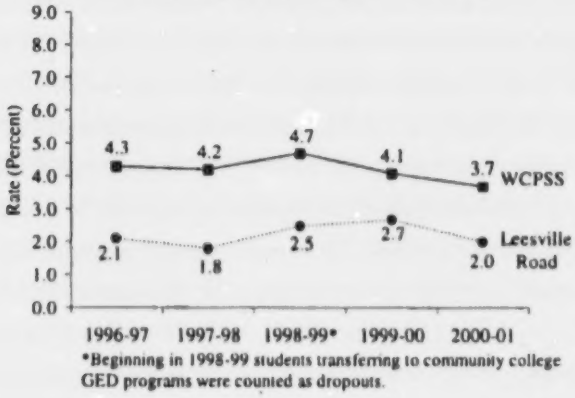
Green Hope High School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	0	0.0
15 years old	1	5.3
16 years old	10	52.6
17 years old	4	21.1
18 years old	2	10.5
19 years old	2	10.5
Over 19	0	0.0
Grade		
9	5	26.3
10	9	47.4
11	5	26.3
12	0	0.0
Reason for Withdrawal		
Academic Problems	1	5.3
Attendance	0	0.0
Attendance - Family	0	0.0
Attendance - Personal	10	52.6
Attendance - School	0	0.0
Attendance - Work	2	10.5
Did Not Return to School	0	0.0
Moved, No Records Requested	3	15.8
Discipline Problems	0	0.0
Failure to Return After Long-Term Suspension	1	5.3
Incarcerated in Adult Facility	0	0.0
Employment Necessary	0	0.0
Choice of Work over School	0	0.0
Pregnancy	0	0.0
Need to Care for Children	0	0.0
Health Problems	0	0.0
Substance Abuse	0	0.0
Runaway	1	5.3
Unstable Home Environment	0	0.0
Other	1	5.3
No Reason Given	0	0.0

Leesville Road High School 2000-01

Total Dropouts (grades 9-12): 42
High School Dropout Rate: 2.0%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Leesville Road High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		42	100.0
Ethnic Group			
Asian		0	0.0
Black		15	35.7
Hispanic/Latino		2	4.8
Native American		0	0.0
White		23	54.8
Multiracial		2	4.8
Gender			
Female		17	40.5
Male		25	59.5
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	4	26.7
	Male	11	73.3
Hispanic/Latino	Female	2	100.0
	Male	0	0.0
Native American	Female	0	0.0
	Male	0	0.0
White	Female	9	39.1
	Male	14	60.9
Multiracial	Female	2	100.0
	Male	0	0.0

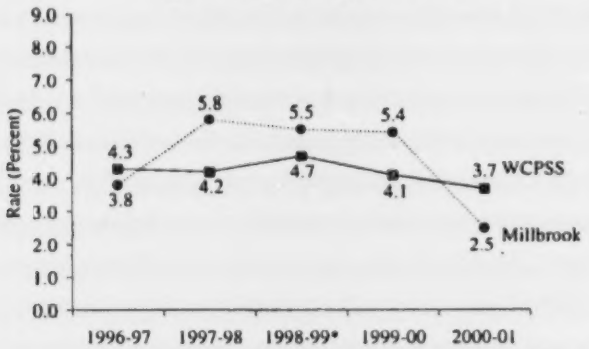
Leesville Road School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	0	0.0
15 years old	4	9.5
16 years old	11	26.2
17 years old	13	31.0
18 years old	11	26.2
19 years old	3	7.1
Over 19	0	0.0
Grade		
9	13	31.0
10	5	11.9
11	14	33.3
12	10	23.8
Reason for Withdrawal		
Academic Problems	7	16.7
Attendance	23	54.8
Attendance - Family	0	0.0
Attendance - Personal	1	2.4
Attendance - School	5	11.9
Attendance - Work	1	2.4
Did Not Return to School	0	0.0
Moved, No Records Requested	4	9.5
Discipline Problems	0	0.0
Failure to Return After Long-Term Suspension	1	2.4
Incarcerated in Adult Facility	0	0.0
Employment Necessary	0	0.0
Choice of Work over School	0	0.0
Pregnancy	0	0.0
Need to Care for Children	0	0.0
Health Problems	0	0.0
Substance Abuse	0	0.0
Runaway	0	0.0
Unstable Home Environment	0	0.0
Other	0	0.0
No Reason Given	0	0.0

Millbrook High School 2000-01

Total Dropouts (grades 9-12): 49
High School Dropout Rate: 2.5%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Millbrook High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		49	100.0
Ethnic Group			
Asian		0	0.0
Black		15	30.6
Hispanic/Latino		6	12.2
Native American		1	2.0
White		27	55.1
Multiracial		0	0.0
Gender			
Female		19	38.8
Male		30	61.2
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	5	33.3
	Male	10	66.7
Hispanic/Latino	Female	2	33.3
	Male	4	66.7
Native American	Female	0	0.0
	Male	1	100.0
White	Female	12	44.4
	Male	15	55.6
Multiracial	Female	0	0.0
	Male	0	0.0

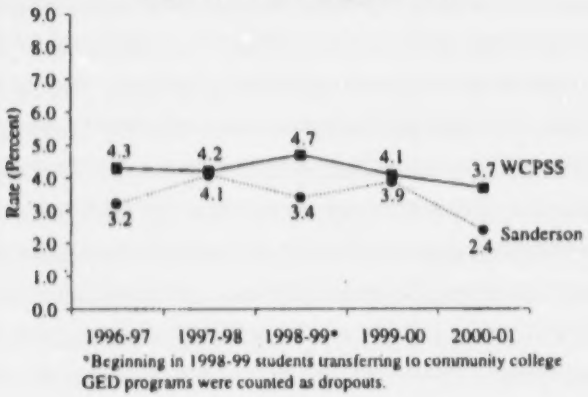
Millbrook High School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	1	2.0
15 years old	2	4.1
16 years old	14	28.6
17 years old	11	22.4
18 years old	16	32.7
19 years old	5	10.2
Over 19	0	0.0
Grade		
9	16	32.7
10	11	22.4
11	9	18.4
12	13	26.5
Reason for Withdrawal		
Academic Problems	13	26.5
Attendance	1	2.0
Attendance - Family	0	0.0
Attendance - Personal	8	16.3
Attendance - School	15	30.6
Attendance - Work	0	0.0
Did Not Return to School	0	0.0
Moved, No Records Requested	2	4.1
Discipline Problems	0	0.0
Failure to Return After Long-Term Suspension	2	4.1
Incarcerated in Adult Facility	0	0.0
Employment Necessary	0	0.0
Choice of Work over School	5	10.2
Pregnancy	0	0.0
Need to Care for Children	0	0.0
Health Problems	0	0.0
Substance Abuse	0	0.0
Runaway	0	0.0
Unstable Home Environment	0	0.0
Other	3	6.1
No Reason Given	0	0.0

Sanderson High School 2000-01

Total Dropouts (grades 9-12): 38
High School Dropout Rate: 2.4%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Sanderson High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		38	100.0
Ethnic Group			
Asian		0	0.0
Black		21	55.3
Hispanic/Latino		3	7.9
Native American		0	0.0
White		14	36.8
Multiracial		0	0.0
Gender			
Female		16	42.1
Male		22	57.9
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	10	47.6
	Male	11	52.4
Hispanic/Latino	Female	2	66.7
	Male	1	33.3
Native American	Female	0	0.0
	Male	0	0.0
White	Female	4	28.6
	Male	10	71.4
Multiracial	Female	0	0.0
	Male	0	0.0

Sanderson High School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

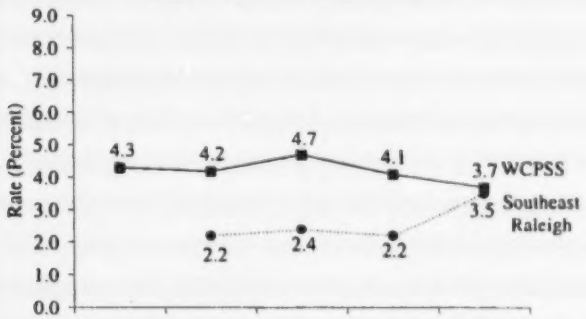
	Number	Percent
Age		
Under 15	0	0.0
15 years old	7	18.4
16 years old	10	26.3
17 years old	14	36.8
18 years old	6	15.8
19 years old	1	2.6
Over 19	0	0.0
Grade		
9	21	55.3
10	8	21.1
11	7	18.4
12	2	5.3
Reason for Withdrawal		
Academic Problems	3	7.9
Attendance	2	5.3
Attendance - Family	0	0.0
Attendance - Personal	0	0.0
Attendance - School	27	71.1
Attendance - Work	0	0.0
Did Not Return to School	0	0.0
Moved, No Records Requested	0	0.0
Discipline Problems	0	0.0
Failure to Return After Long-Term Suspension	2	5.3
Incarcerated in Adult Facility	0	0.0
Employment Necessary	0	0.0
Choice of Work over School	0	0.0
Pregnancy	2	5.3
Need to Care for Children	0	0.0
Health Problems	0	0.0
Substance Abuse	0	0.0
Runaway	0	0.0
Unstable Home Environment	0	0.0
Other	2	5.3
No Reason Given	0	0.0

Southeast Raleigh High School 2000-01

Total Dropouts (grades 9-12): 71

High School Dropout Rate: 3.5%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Southeast Raleigh High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		71	100.0
Ethnic Group			
Asian		0	0.0
Black		43	60.6
Hispanic/Latino		1	1.4
Native American		1	1.4
White		25	35.2
Multiracial		1	1.4
Gender			
Female		27	38.0
Male		44	62.0
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	16	37.2
	Male	27	62.8
Hispanic/Latino	Female	0	0.0
	Male	1	100.0
Native American	Female	1	100.0
	Male	0	0.0
White	Female	9	36.0
	Male	16	64.0
Multiracial	Female	1	100.0
	Male	0	0.0

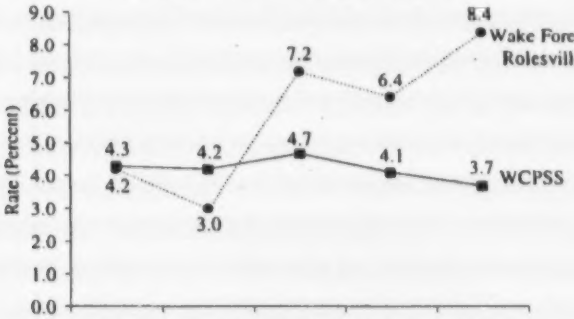
Southeast Raleigh High School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	3	4.2
15 years old	11	15.5
16 years old	21	29.6
17 years old	14	19.7
18 years old	17	23.9
19 years old	3	4.2
Over 19	2	2.8
Grade		
9	24	33.8
10	15	21.1
11	17	23.9
12	15	21.1
Reason for Withdrawal		
Academic Problems	0	0.0
Attendance	4	5.6
Attendance - Family	0	0.0
Attendance - Personal	0	0.0
Attendance - School	0	0.0
Attendance - Work	0	0.0
Did Not Return to School	22	31.0
Moved, No Records Requested	2	2.8
Discipline Problems	0	0.0
Failure to Return After Long-Term Suspension	0	0.0
Incarcerated in Adult Facility	0	0.0
Employment Necessary	0	0.0
Choice of Work over School	1	1.4
Pregnancy	0	0.0
Need to Care for Children	0	0.0
Health Problems	0	0.0
Substance Abuse	0	0.0
Runaway	0	0.0
Unstable Home Environment	0	0.0
Other	42	59.2
No Reason Given	0	0.0

Wake Forest-Rolesville High School 2000-01

Total Dropouts (grades 9-12): 104
High School Dropout Rate: 8.4%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Wake Forest-Rolesville High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		104	100.0
Ethnic Group			
Asian		0	0.0
Black		25	24.0
Hispanic/Latino		0	0.0
Native American		3	2.9
White		76	73.1
Multiracial		0	0.0
Gender			
Female		50	48.1
Male		54	51.9
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	12	48.0
	Male	13	52.0
Hispanic/Latino	Female	0	0.0
	Male	0	0.0
Native American	Female	1	33.3
	Male	2	66.7
White	Female	37	48.7
	Male	39	51.3
Multiracial	Female	0	0.0
	Male	0	0.0

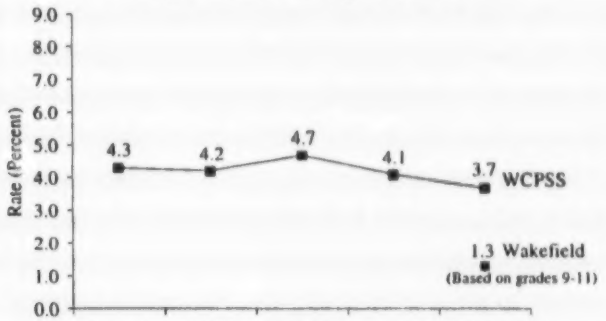
Wake Forest-Rolesville High School Dropouts by Age, Grade, And Withdrawal Reason 2000-01

	Number	Percent
Age		
Under 15	1	1.0
15 years old	12	11.5
16 years old	27	26.0
17 years old	31	29.8
18 years old	27	26.0
19 years old	5	4.8
Over 19	1	1.0
Grade		
9	30	28.8
10	26	25.0
11	21	20.2
12	27	26.0
Reason for Withdrawal		
Academic Problems	19	18.3
Attendance	55	52.9
Attendance - Family	0	0.0
Attendance - Personal	15	14.4
Attendance - School	0	0.0
Attendance - Work	2	1.9
Did Not Return to School	0	0.0
Moved, No Records Requested	1	1.0
Discipline Problems	0	0.0
Failure to Return After Long-Term Suspension	3	2.9
Incarcerated in Adult Facility	0	0.0
Employment Necessary	0	0.0
Choice of Work over School	1	1.0
Pregnancy	0	0.0
Need to Care for Children	1	1.0
Health Problems	1	1.0
Substance Abuse	0	0.0
Runaway	0	0.0
Unstable Home Environment	0	0.0
Other	0	0.0
No Reason Given	6	5.8

Wakefield High School 2000-01

Total Dropouts (grades 9-12): 13
High School Dropout Rate: 1.3%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Wakefield High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		13	100.0
Ethnic Group			
Asian		0	0.0
Black		3	23.1
Hispanic/Latino		0	0.0
Native American		0	0.0
White		10	76.9
Multiracial		0	0.0
Gender			
Female		6	46.2
Male		7	53.8
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	1	33.3
	Male	2	66.7
Hispanic/Latino	Female	0	0.0
	Male	0	0.0
Native American	Female	0	0.0
	Male	0	0.0
White	Female	5	50.0
	Male	5	50.0
Multiracial	Female	0	0.0
	Male	0	0.0

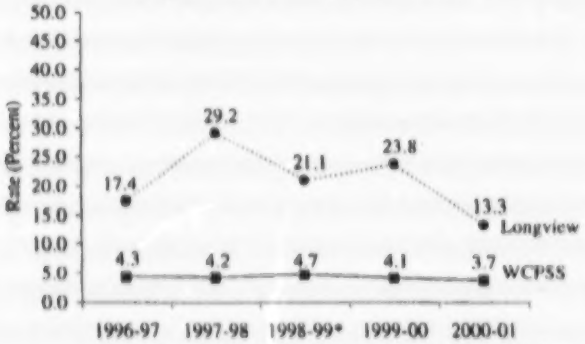
Wakefield High School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	0	0.0
15 years old	1	7.7
16 years old	6	46.2
17 years old	6	46.2
18 years old	0	0.0
19 years old	0	0.0
Over 19	0	0.0
Grade		
9	7	53.8
10	3	23.1
11	3	23.1
12	0	0.0
Reason for Withdrawal		
Academic Problems	1	7.7
Attendance	4	30.8
Attendance - Family	1	7.7
Attendance - Personal	1	7.7
Attendance - School	0	0.0
Attendance - Work	0	0.0
Did Not Return to School	0	0.0
Moved, No Records Requested	3	23.1
Discipline Problems	0	0.0
Failure to Return After Long-Term Suspension	1	7.7
Incarcerated in Adult Facility	0	0.0
Employment Necessary	0	0.0
Choice of Work over School	0	0.0
Pregnancy	0	0.0
Need to Care for Children	0	0.0
Health Problems	0	0.0
Substance Abuse	1	7.7
Runaway	0	0.0
Unstable Home Environment	1	7.7
Other	0	0.0
No Reason Given	0	0.0

Longview School 2000-01

Total Dropouts (grades 9-12): 6
High School Dropout Rate: 13.3%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Longview School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		6	100.0
Ethnic Group			
Asian		0	0.0
Black		5	83.3
Hispanic/Latino		0	0.0
Native American		0	0.0
White		1	16.7
Multiracial		0	0.0
Gender			
Female		4	66.7
Male		2	33.3
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	3	60.0
	Male	2	40.0
Hispanic/Latino	Female	0	0.0
	Male	0	0.0
Native American	Female	0	0.0
	Male	0	0.0
White	Female	1	100.0
	Male	0	0.0
Multiracial	Female	0	0.0
	Male	0	0.0

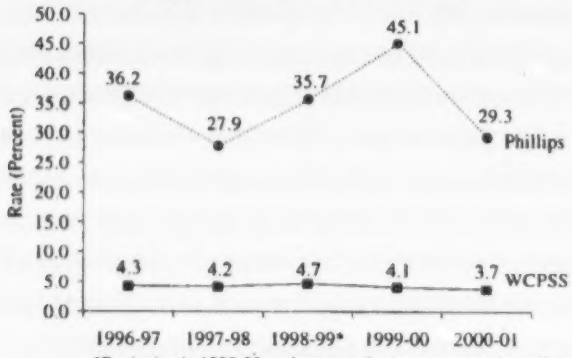
Longview School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	0	0.0
15 years old	0	0.0
16 years old	4	66.7
17 years old	2	33.3
18 years old	0	0.0
19 years old	0	0.0
Over 19	0	0.0
Grade		
9	2	33.3
10	3	50.0
11	1	16.7
12	0	0.0
Reason for Withdrawal		
Academic Problems	0	0.0
Attendance	1	16.7
Attendance - Family	0	0.0
Attendance - Personal	0	0.0
Attendance - School	4	66.7
Attendance - Work	1	16.7
Did Not Return to School	0	0.0
Moved, No Records Requested	0	0.0
Discipline Problems	0	0.0
Failure to Return After Long-Term Suspension	0	0.0
Incarcerated in Adult Facility	0	0.0
Employment Necessary	0	0.0
Choice of Work over School	0	0.0
Pregnancy	0	0.0
Need to Care for Children	0	0.0
Health Problems	0	0.0
Substance Abuse	0	0.0
Runaway	0	0.0
Unstable Home Environment	0	0.0
Other	0	0.0
No Reason Given	0	0.0

Phillips High School 2000-01

Total Dropouts (grades 9-12): 69
High School Dropout Rate: 29.3%

High School Dropout Rate



*Beginning in 1998-99 students transferring to community college GED programs were counted as dropouts.

Phillips High School Dropouts by Ethnic and Gender Group 2000-01

		Number	Percent
All		69	100.0
Ethnic Group			
Asian		0	0.0
Black		52	75.4
Hispanic/Latino		1	1.4
Native American		0	0.0
White		14	20.3
Multiracial		2	2.9
Gender			
Female		42	60.9
Male		27	39.1
Ethnic Group by Gender			
Asian	Female	0	0.0
	Male	0	0.0
Black	Female	32	61.5
	Male	20	38.5
Hispanic/Latino	Female	0	0.0
	Male	1	100.0
Native American	Female	0	0.0
	Male	0	0.0
White	Female	8	57.1
	Male	6	42.9
Multiracial	Female	2	100.0
	Male	0	0.0

Phillips High School Dropouts by Age, Grade, And Withdrawal Reason
2000-01

	Number	Percent
Age		
Under 15	1	1.4
15 years old	6	8.7
16 years old	10	14.5
17 years old	19	27.5
18 years old	20	29.0
19 years old	9	13.0
Over 19	4	5.8
Grade		
9	18	26.1
10	20	29.0
11	12	17.4
12	19	27.5
Reason for Withdrawal		
Academic Problems	0	0.0
Attendance	4	5.8
Attendance - Family	31	44.9
Attendance - Personal	17	24.6
Attendance - School	2	2.9
Attendance - Work	3	4.3
Did Not Return to School	0	0.0
Moved, No Records Requested	1	1.4
Discipline Problems	0	0.0
Failure to Return After Long-Term Suspension	1	1.4
Incarcerated in Adult Facility	0	0.0
Employment Necessary	0	0.0
Choice of Work over School	5	7.2
Pregnancy	1	1.4
Need to Care for Children	0	0.0
Health Problems	2	2.9
Substance Abuse	0	0.0
Runaway	1	1.4
Unstable Home Environment	0	0.0
Other	0	0.0
No Reason Given	1	1.4

ANNUAL PROGRESS REPORT ON STUDENTS WHO DROP OUT
2000-2001

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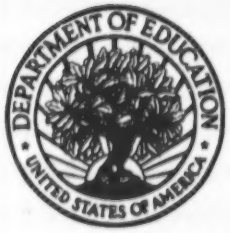

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